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ABSTRACT

This compilation of 32 research briefs provides summaries of studies conducted at John Tyler Community College between 1986 and 1988. The collection provides information on: (1) student characteristics; (2) headcount enrollment by curriculum; (3) faculty characteristics (e.g., average salary, rank, tenure, and sex); (4) the employment/educational status and institutional evaluation of graduates the fall after graduation and five years later; (5) dropout attitudes and characteristics; (6) student credit hours; (7) grade distribution; (8) enrollment trends; (9) community educational needs; (10) curriculum advisory committees; (11) space utilization; (12) trends in degree awards by program; and (13) institutional characteristics. A special issue, entitled "On the Rise and Climbing toward the Year 2000," is also included. (AYC)

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VOLUME IV

ISSUES 85-9 THRU 88-8

John Tyler Community College • Chester, Virginia 23831

JC 880 504

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Research Report 85-9 September 16, 1985

WHAT ARE JTCC STUDENTS LIKE?

In 1984-85, unduplicated student headcount included:

- 14% who were full-time and 86% who were part-time;
- 40% who were male and 60% who were female;
- 57% were unclassified, 37% in occupational/technical programs, and 6% were in one of five college transfer curriculums;
- 14% were pursuing AA/AS degrees, 78% AAS, and 8% certificates;
- 77% were white, 20% were black, 3% were "other" races;
- 62% attended day classes and 38% evening classes;
- Highest enrolled curriculums were: AA/AS (Business Administration and General Studies), AAS (Data Processing, Nursing, Management, and Electronics), and Certificate (Child Care and Clerical Studies)

Among students in attendance from the JTCC Service Area:

- Day Students. Day students came primarily from Chesterfield (39%), Petersburg (16%), Richmond (12%), Hopewell (10%), and Colonial Heights (8%).

- Evening Students. Most of the evening students resided in Chesterfield (49%), Richmond (14%), Hopewell (9%), Colonial Heights (8%), and Petersburg (8%).

- Male. Male students tended to come from Chesterfield (43%), Richmond (14%), Petersburg (12%), Hopewell (9%), and Colonial Heights (9%).

- Female. Very similar to males, females resided principally in Chesterfield (43%), Petersburg (13%), Richmond (12%), Hopewell (10%), and Colonial Heights (8%).

- White. The majority of the students who were white were residents of Chesterfield (50%), Richmond (12%), Colonial Heights (10%), Hopewell (10%), and Petersburg (6%).

- Black. Black students tended to be residents of Petersburg (38%), Chesterfield (17%), Richmond (15%), Hopewell (9%), and Dinwiddie (7%).

- Other races Students who designated "other race" categories were residents of Chesterfield (40%), Richmond (15%), Colonial Heights (14%), Hopewell (12%), and Petersburg (9%).

- Full-time. Most of the full-time students were residents of Chesterfield (33%), Petersburg (21%), Richmond (12%), Hopewell (11%), and Colonial Heights (9%).

- Part-time. Part-time students tended to come from Chesterfield (45%), Richmond (13%), Petersburg (11%), Hopewell (9%), and Colonial Heights (8%).

- The median age of all students is 28. While full-time students tended to be in the age range of 18 to 21, part-timers tended to be 25 years old and over.

- Although unduplicated student headcount has been stable for the past two years, full-time equivalent students have gone down by 11%. This means that students are taking fewer credit hours on the average. The average number of credits taken by JTCC students last fall was 6.

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1984-85 FACTS AND FIGURES

Student Headcount	Summer 1984	Fall 1984	Winter 1985	Spring 1985
Full-time	158	890	786	656
Part-time	1474	3024	3002	2825
Males	587	1500	1577	1398
Females	1045	2414	2211	2083
Main Campus	1522	3332	3039	2826
Off Campus	110	582	749	655
Total Headcount	1632	3914	3788	3481
Full-time Equivalent Students (FTES)	631	1806	1659	1473

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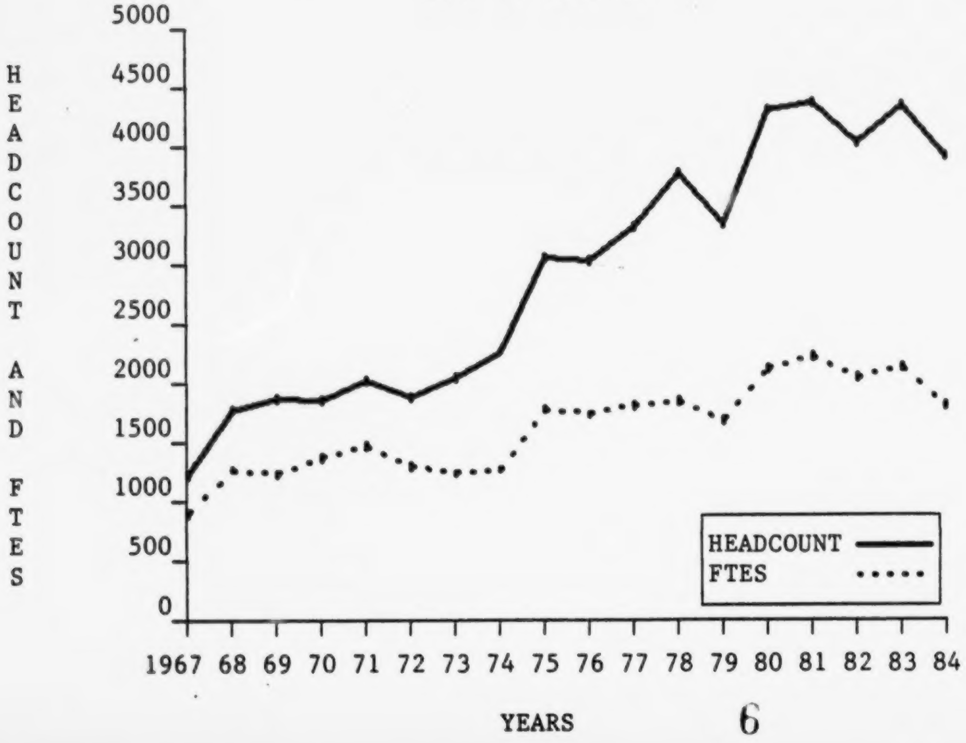
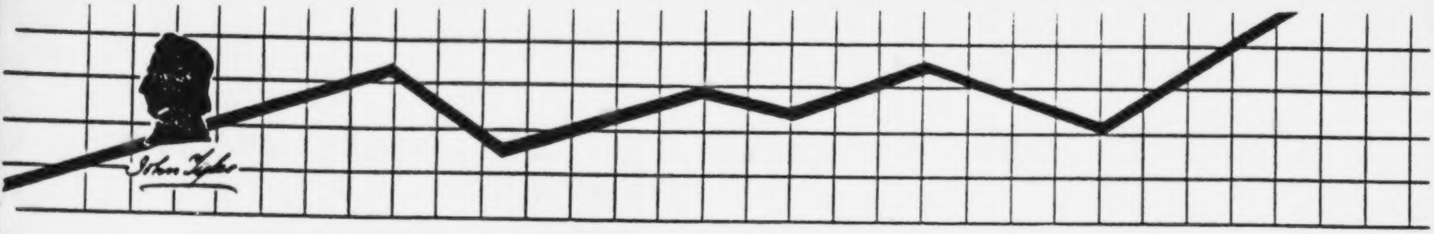
A GRAPHIC COMPARISON OF FALL STUDENT HEADCOUNT & FTES AT JTCC 1967 TO PRESENT





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Research Report 85-10 November 19, 1985

A COMPARISON OF PRELIMINARY CURRICULUM HEADCOUNT ENROLLMENTS
Fall 1984 & 1985

Preliminary fall enrollment figures at John Tyler Community College indicate that although headcount is up by approximately 6 percent compared to one year ago, full-time equivalent students (FTES) are down by slightly less than 1 percent. This means that although the College is serving greater numbers of headcount students, those students are taking fewer credits on the average. It is highly probable that many students are taking reduced loads due to the rising cost of tuition along with the need to couple their studies with home and work responsibilities.

Changes in enrollment have occurred in almost all of the College's curriculums as indicated below. Table 1 gives a comparison of headcount enrollment by degree for Fall 1984 and 1985. As shown, enrollments in special interest, short-term courses are up while regular curricula enrollment is down. Unclassified students are up by 33 percent, whereas enrollments in degree programs are down by 16 percent in Transfer Programs and 23 percent in Occupational/Technical and Certificate Programs. Comparisons are not applicable for students enrolled in developmental studies due to curriculum code changes.

Table 1
HEADCOUNT ENROLLMENT BY DEGREE
Fall 1984 & 1985

Degree Programs	Fall 1984	Fall 1985	% Change
Transfer	301	252	(16.3)
Occupational/Technical	1797	1381	(23.1)
Unclassified	1816	2421	33.3
Developmental	--	80	N/A
TOTAL HEADCOUNT	3914	4134	5.6
TOTAL FTES	1806	1794	(0.7)

Source: Student Enrollment Summary Report (End of Quarter, Fall, 1984, and Mid-Quarter, Fall, 1985).

Specific comparisons by curriculum and degree are shown in Tables 2, 3, and 4. Note: Totals will not add up to figures in Table 1 because they were taken from two different reports. Figures below for Fall 1985 are slightly inflated since they include audits, Senior Citizens, etc.

Table 2
CURRICULUM HEADCOUNT ENROLLMENT
TRANSFER PROGRAMS
FALL 1984 & 1985

Transfer Programs	Fall 1984	Fall 1985	% Change
Business Administration	154	144	(6.5)
Education	28	23	(17.9)
General Studies	57	64	12.3
Liberal Arts	28	25	(10.7)
Science	33	23	(30.3)

Table above gives a comparison of headcount enrollment in the College's transfer programs. With the exception of General Studies, each of the other transfer programs had a decline in enrollment compared to one year ago. Headcount enrollment in the General Studies program was up by 12 percent. Declines in other transfer programs were (in descending order): Science (down by 30 percent), Education (down by 18 percent), Liberal Arts (down by 11 percent), and Business Administration (down by 6.5 percent).

Table 3
CURRICULUM HEADCOUNT ENROLLMENT
OCCUPATIONAL/TECHNICAL PROGRAMS
FALL 1984 & 1985

Occ/Tech Programs	Fall 1984	Fall 1985	% Change
Accounting	77	79	2.6
Architectural Eng Tech	40	36	(10.0)
Automotive Tech	53	56	5.7
Beverage Marketing	12	23	91.7
Business Management	215	231	7.4
Civil Eng Tech	1	-	N/A
Data Processing	376	232*	(38.3)
Electronics	177	147	(16.9)
Funeral Services	68	64	(5.9)
General Engineering	70	68	(2.9)
Human Services	74	107	44.6
Industrial Eng Tech	1	-	N/A
Instrumentation	9	30	233.3
Nursing	349	236**	(32.4)
Police Science	62	65	4.8
Secretarial Science	71	73	2.8

* Some of the enrollment decline in the Data Processing curriculum may be attributed to the substantial increase in the unclassified students who are upgrading employment skills.

** Nursing students who are enrolled in developmental studies are coded under "restricted enrollment" which will account for some of the decline.

Table 3 gives a comparison of the headcount enrollment for each of the College's occupational/technical curriculums for the past two years. The data indicates that about half of the curriculums showed an increase in enrollment: Instrumentation (up by 233.2 percent), followed by Beverage Marketing (up by 91.7 percent), Human Services (up by 44.6 percent), Business Management (up by 7.9 percent), Automotive Technology (up by 5.7 percent), Police Science (up by 4.8 percent), Secretarial Science (up by 2.8 percent), and Accounting (up by 2.6 percent). Following are curriculums in which there was a decline in enrollment (in descending order): Data Processing (down by 38.3 percent), Nursing (down by 32.4 percent), Electronics (down by 16.9 percent), Architectural Technology (down by 10.0 percent), Funeral Services (down by 5.9 percent), and General Engineering (down by 2.9 percent). Since the Civil Engineering and Industrial Engineering Technology programs were discontinued, comparisons were not applicable.

Table 4
CURRICULUM HEADCOUNT ENROLLMENT
CERTIFICATE PROGRAMS
Fall 1984 & 1985

Certificate Programs	Fall 1984	Fall 1985	% Change
Air Cond & Refrigeration	-	1	N/A
Automotive Tune Up	8	6	(25.0)
Building Construction	5	3	(40.0)
Child Care Aide	56	49	(12.5)
Clerk-Typist	27	38	40.7
Machine Shop	17	16	(5.9)
Teacher Aide	7	6	(14.3)
Welding	8	10	25.0

Career Studies	2	45	2150.0

Table 4 shows that almost all of the certificate programs experienced a decline in headcount enrollment with the exception of the Clerk-Typist (up by 40.7 percent) and Welding (up by 25.0 percent) programs. Declines were observed in the following programs (in descending order): Building Construction (down by 40.0 percent), Automotive Tune-up (down by 25.0 percent), Teacher Aide (down by 14.3 percent), Child Care (down by 12.5 percent), and Machine Shop (down by 5.9 percent). Comparisons were inappropriate in the Air Conditioning and Refrigeration program. Enrollment in Career Studies Certificates was up 22 times compared to last fall.

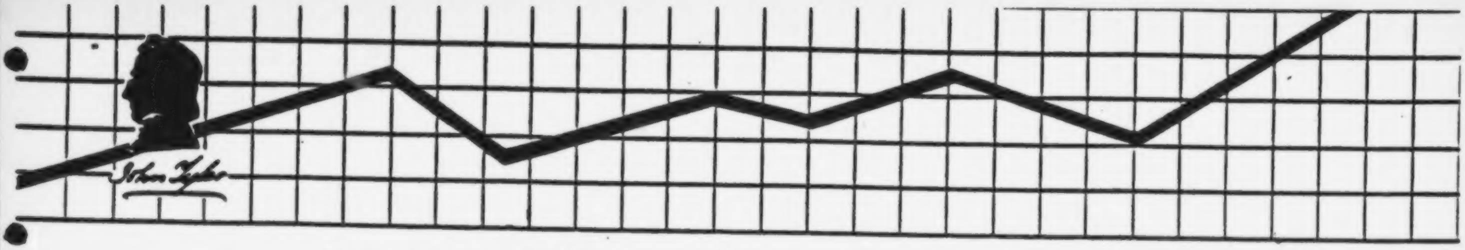
As noted in Table 5, the greatest changes occurred in the various categories of "unclassified" students for the past two years. Admittedly, some of these changes can attributed to coding changes, however more precise coding will help facilitate student tracking. Percentage increases were (in descending order): Restricted (up 47 times over last fall), Career Exploration (up by 185 percent), Upgrading Job Skills (up by

49.1 percent), High School Students (up by 42.9 percent), Audits (up by 33.3 percent), Non-Degree Transfer (up by 26.7 percent), and Personal Satisfaction (up by 6.6 percent). Only two categories of unclassified students were down: Transient (down by 55.6 percent), and Pending (down by 14.4 percent). There were no changes in students who were coded as Developing Job Skills.

Enrollment figures are as much a function of recruitment and marketing as student retention. Subsequent reports will examine student retention by curriculum.

Table 5
UNCLASSIFIED HEADCOUNT ENROLLMENT
FALL 1984 & 1985

Unclassified	Fall 1984	Fall 1985	% Change
Upgrading Emp. Skills	719	1072	49.1
Develop. Job Skills	293	293	N/C
Career Exploration	40	114	185.0
Personal Satisfaction	423	451	6.6
Transient Student	18	8	(55.6)
Non Degree Transfer	60	76	26.7
High School Student	56	80	42.9
Pending Curr. Approval	180	154	(14.4)
Restricted Enrollment	2	96	4700.0
Audit	6	8	33.3



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Research Report 86-1 January 27, 1986

A DESCRIPTION OF JTCC's FULL-TIME FACULTY BY AVERAGE SALARY, RANK, TENURE AND SEX
1985 - 1986

Below is a description of JTCC's faculty by sex, rank, tenure, and mean (average) salary. Table 1 gives the salaries of Full-Time Instructional Faculty by Rank and Sex.

SALARIES OF FULL-TIME INSTRUCTIONAL FACULTY
BY RANK AND SEX
1985-86

RANK	MALE			FEMALE			TOTAL	
	No. Faculty	Mean Salary	No. With Tenure	No. Faculty	Mean Salary	No. With Tenure	Salary	Faculty
Professor	6	$29,981	3	1	*		$208,258	7
Associate Professor	18	28,273	12	8	$26,029	3	717,139	26
Assistant Professor	12	23,284	1	14	22,268		591,145	26
Instructor	5	21,519	1	3	20,089		167,862	8
TOTAL	41	$26,239	17	26	$23,408	3	$1,684,404	67

*Omitted because person identifiable
Source: Salaries and Tenure of Full-Time Instructional Faculty, OE 2300-3

RANK

Of the 67 full-time faculty, 7 (or 10 percent) are Professors. Six of the Professors are male (or 86 percent) and 1 (or 14 percent) is female.

A total of 26 (or 39 percent) of the faculty are Associate Professors. Eighteen (or 69 percent) of the Associate Professors are male and 8 (or 31 percent) are female.

Assistant Professors at JTCC total 26 (or 39 percent) of all faculty. Of this number 12 (or 46 percent) are male and 14 (or 54 percent) are female.

A total of 8 faculty have the rank of Instructor. Five (or 62.5 percent) of the Instructors are male and 3 (or 37.5 percent) are female.

Thirty-three (or 49 percent) of the faculty hold the rank of Professor or Associate Professor, closely approaching the limits set by the Virginia Community College System of no more than 50 percent of a college's faculty in the upper ranks.

In summary, of the 67 full-time faculty, 41 (or 61 percent) are male and 26 (or 39 percent) are female.

TENURE*

Of the 7 full-time faculty ranked as Professors, 3 (or 43 percent) have tenure status. Fifteen (or 58 percent) of the 26 Associate Professors are tenured. A total of 26 faculty members have the rank of Assistant Professor and 1 (or 4 percent) is tenured. One (or 12.5 percent) of the 8 Instructors has tenure status. Of the 67 full time faculty, 20 (or 30 percent) have tenure.

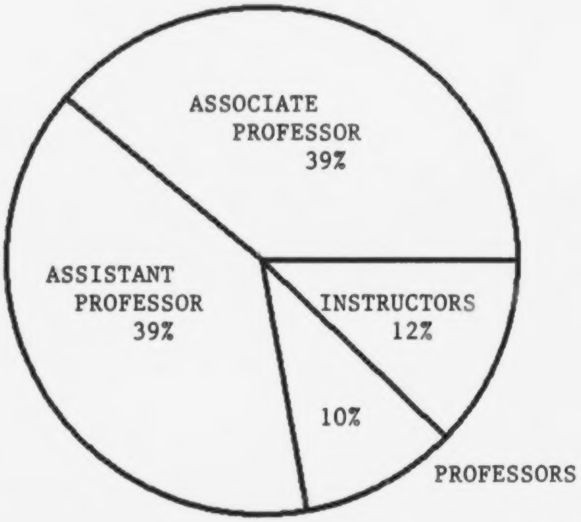
*It should be noted that tenure in the VCCS is limited to persons who attained tenure status prior to Fall 1972. On September 20, 1972, the State Board of Community Colleges instituted a system of multi-year appointments to replace the tenure system.

SALARIES

A comparison of nine-month instructional faculty mean salaries is shown in Table 2 for 1982-83, 1983-84, 1984-85, and 1985-86. The rate of change in faculty salaries should be compared with the Consumer Price Index (CPI) on page 3, prepared by the U. S. Bureau of Labor Statistics.

TABLE 2
COMPARISON OF NINE-MONTH INSTRUCTIONAL FACULTY MEAN SALARIES
1982-83 to 1985-86

RANK	1982-83	1983-84	1984-85	1985-86	Percent of change 1982-85
Professor	$24,916	$25,011	$27,500	$29,751	19.4
Associate Professor	23,130	22,948	25,043	27,581	19.2
Assistant Professor	19,248	19,071	21,053	22,736	18.1
Instructor	16,248	16,249	18,226	20,983	29.1



FULL-TIME FACULTY BY RANK
1985-86

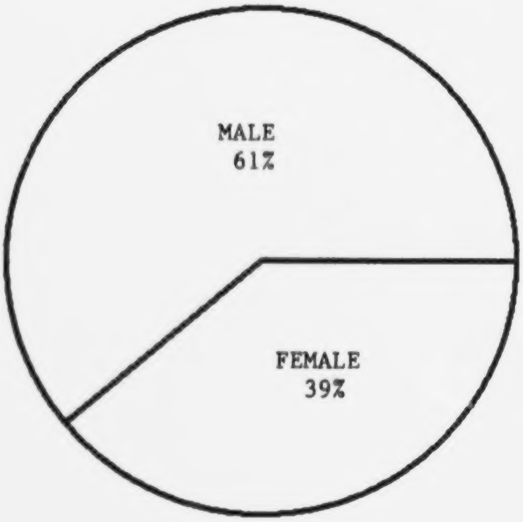
CONSUMER PRICE INDEX

YEAR	INDEX	ANNUAL PERCENT OF CHANGE
1967 (Base Period)	100	--
1970	116.3	16.3
1975	161.2	38.6
1978	195.4	21.2
1979	217.4	11.3
1980	246.8	13.5
1981	272.4	10.4
1982	289.1	6.1
1983	298.4	3.2
1984	311.1	4.3
1985	299.9	3.6

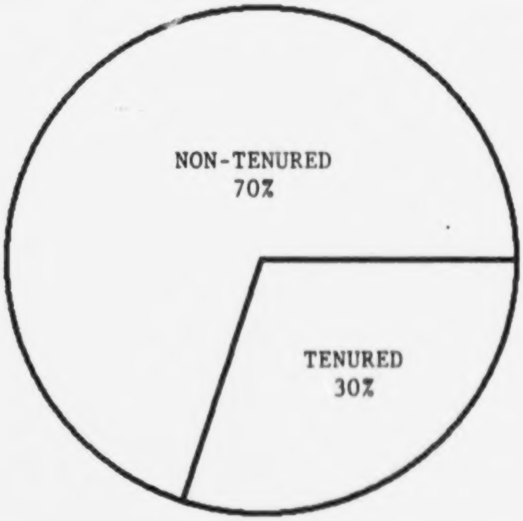
NOTE: Percent of change between 1982-85 - 3.7

Source: U. S. Bureau of Labor Statistics

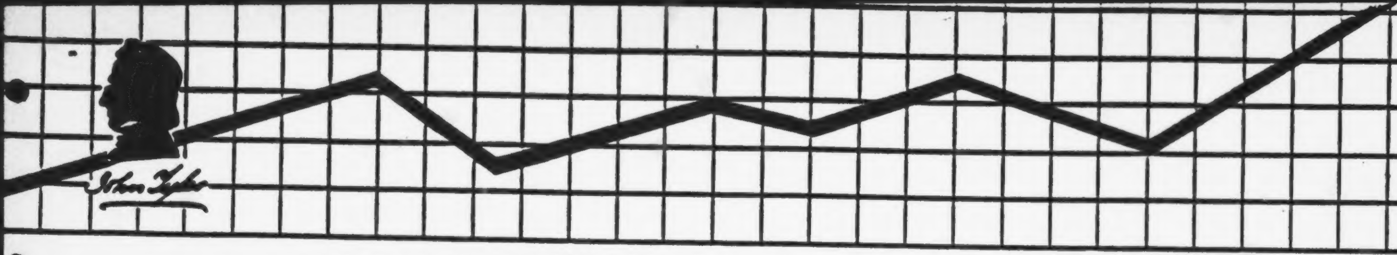
The Consumer Price Index measures the cost of living in the United States and is the chief measurement of inflation. The index shows changes in prices of goods and services purchased by city and suburban residents.



FULL-TIME FACULTY BY SEX
1985-86



JTCC FULL-TIME FACULTY BY TENURE
1985-86



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Research Report 86-2 February 10, 1986

FIVE YEAR GRADUATE FOLLOW-UP STUDY

The five year follow-up survey instrument was administered this past fall to the 1980 graduating class of John Tyler Community College. This is the first five year graduate follow-up study prepared by the Office of Institutional Research. The purposes of this study are: (1) to document the long-term successes of graduates in the job market and in pursuit of advanced study; (2) to provide feedback to the administration and locality as a basis for upgrading educational offerings and services; and (3) to provide a summary of graduate opinions to other College staff in order to improve services.

A total of 223 graduates who completed all requirements in one of the College Transfer, Occupational/Technical, or Certificate programs in June 1980 comprised the population for this study. An initial survey request and two follow-up mailings to non-respondents yielded a 47 percent response rate. Forty-four surveys were returned unanswered due to the lack of a current address. Below is a summary of the principal findings in four areas: (1) Background Information, (2) Evaluation of Academic Services, (3) Employment, and (4) Educational Status. A list of findings and recommendations provides an overall summary of this study.

Background Information on Graduates

General descriptive information of the graduates was provided by the respondents and JTCC records. Of the 105 respondents:

- 36 percent were male and 63 percent were female
- 70 percent were white, 27 percent were black, and 2% indicated another race category
- the primary reason they chose to attend JTCC was because of its "courses and programs," followed by "close to home," "inexpensive," and "other" reasons

NOTE: Totals may not add up to 100 percent due to graduates who chose not to respond to particular items.

This graduating class was somewhat characteristic of JTCC's students in 1980. The percentage of males and females that graduated was proportionate to the population of the College. The race of graduates was not quite representative of all students. Blacks graduated proportionately higher than their enrollment, while fewer whites graduated proportionately.

Evaluation of Academic Services

The following is a summary of graduate responses concerning instruction at John Tyler Community College.

College Helpfulness in Achieving Goal:

It is gratifying to note that 91 percent of the graduates said that JTCC was "very helpful" or "somewhat helpful" in assisting them in achieving their goal for enrolling. Remaining responses included 5 (or 5 percent) who were undecided and 3 (or 3 percent) who said that the College was "not very helpful." An additional 1 percent chose not to respond to this item. All transfer and certificate graduates said the College was "helpful" (one certificate graduate was "undecided"). The three graduates that stated that the College was "not very helpful" were enrolled in Mental Health, Funeral Services, and Nursing.

Would you Recommend JTCC:

When asked if they would recommend the College to a person seeking to complete the same program, 8 out of every 10 graduates said "yes." The remaining graduates who said they would not recommend the College were enrolled in the following programs: Mental Health (6), Nursing (4), Air Conditioning and Refrigeration (2), and one graduate each in Funeral Services, Data Processing, Secretarial Science, Chemical Engineering, and Mechanical Engineering.

Employment Status

Below is a summary of the employment status of the 1980 graduates. Where significant differences exist, the degree and program of study are specified.

Employed Full or Part Time:

Almost 8 out of every 10 graduates (79 percent) said they were employed full time. An additional 8 percent are employed on a part-time basis, and the remainder are in full-time military service or unemployed and not seeking employment. Only 1 percent reported being unemployed and seeking work. It is interesting to note that 100 percent of the College Transfer graduates were employed full-time or were full-time military.

Salary:

Slightly less than one-fourth of the graduates reported salaries in the range of $15,000-19,999. Twenty percent said they earned $20,000-24,999, 18 percent gave salaries of $10,000-14,999, and 11 percent said they earned $30,000 or more. An additional 10 percent cited salaries between $25,000-29,999, 6 percent reported earning $5,000-9,999, and 6 percent said they earned less than $5,000.

Salaries of less than $5,000 were given by three graduates in Mental Health and one graduate each in Data Processing, Child Care Aide, and Air Conditioning and Refrigeration. With the exception of 2 Mental Health graduates, others are employed on a part-time basis. The highest salaries ($25,000 or more) were given by graduates in the following areas: Funeral Services, Nursing, Data Processing, Management, Police Science, Architecture, Air Conditioning and Refrigeration, Automotive Diagnosis, Electronics Technology, Mechanical Engineering, Industrial Engineering, and Welding.

Job Promotion:

Fifty-four percent of the graduates indicated they had received promotion(s) since graduation. Numerically, the largest number of graduates were enrolled in the following areas: Nursing, Mental Health, and Management.

Job Related to Field of Study:

Almost three-fourths of the graduates indicated that their present jobs were related to their fields of training. Twenty-one percent said that their jobs were not related and 7 percent failed to address this item.

Educational Status:

Only 29 percent (31) of all graduates indicated they have received additional education or training since completion of their studies at JTCC. Of these graduates, 3 (or 10 percent) were College Transfer graduates, 25 (or 81 percent) were Occupational Technical graduates, and 3 (or 10 percent) were enrolled in a Certificate program. Numerically, the largest number of graduates who received additional education and training were graduated in the following areas: Mental Health, Nursing, Management, and Police Science.

Graduates that received additional education or training reported attending one or more of the following educational or training institutions.

Virginia Commonwealth University	8
Virginia State University	6
St. Leo College	4
J. Sargeant Reynolds Community College	3
Old Dominion University	2
Virginia Tech	2
Brigham Young University	1
Central Piedmont Community College	1
Coastal Carolina College	1
Florida Atlantic University	1
John Tyler Community College	1
Lucas Travel School	1
Palm Beach Atlantic College	1
Richmond Technical Center	1
Tidewater Community College	1

PRINCIPAL FINDINGS AND RECOMMENDATIONS

1. The primary reason that students attended JTCC was because of its "courses and programs," followed by "close to home," and "inexpensive."

2. A significant 91 percent said JTCC was helpful in assisting them in achieving their goal for enrolling.

3. Eight out of ten graduates said they would recommend the College to a person seeking to complete the same program.

4. About 80 percent of the graduates said they were employed on a full-time basis. An additional 8 percent were employed on a part-time basis.

5. Three-fourths said their present jobs were related to their fields of training.

6. Only about 29 percent indicated that they have received additional education or training since completion of their studies at JTCC.

7. Sixty percent of all 1980 graduates reported earning $15,000 or more annually.

Based on the foregoing findings and written comments by the graduates, the following recommendations are made:

1. The long-term successes of former students should be shared with all College personnel. Use should be made of findings in recruitment and general public relations efforts and in appropriate College publications.

2. Investigate the possible creation of an alumni information system, possibly via an Alumni Association, to include keeping alumni abreast of current College programs and sources of job opening information.

3. Create a system of networking among departments, students, and alumni, possibly through the creation of an Alumni Speakers Bureau concept.

4. The College should continue to explore creative ways to provide job placement services to students, both in general areas and by program. Alumni should also be asked to provide regular feedback to faculty and staff concerning job leads and new developments in the field.

5. The College should be more proactive in order to provide former students with information concerning additional educational and training programs available at JTCC and other institutions.

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Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 86-3 SPECIAL ISSUE February 26, 1986

JTCC MIDLOTHIAN OUTREACH OFFICE - WATKINS ANNEX

The Midlothian Outreach Office of John Tyler Community College is located in the former elementary school building, Watkins Annex. At this off-campus location the College offers a wide variety of academic, student, and support services necessary for a total, quality educational experience. All course work required for the completion of many Career Studies Certificates and some two-year degree programs are offered. In addition, many courses of topical interest [illegible]e community as well as business and industry are offered when requested.

Major achievements during the 1984-85 academic year included:

- Spring Art Festival - 180 college and 150 high school entries
- Installation of microcomputer and typing labs
- Compilation of a large, selected mailing list
- Implementation of a computerized, on-line registration system
- Organization and delivery of all essential administrative services

A comparative analysis of Fall Quarter 1984 and Fall Quarter 1985 enrollment indicates an increase in credits from 82 to 124 (51% increase), an increase in student headcount from 450 to 665 (48% increase), and an increase in fulltime equivalent students (FTES) from 86.53 to 114.79 (33% increase).

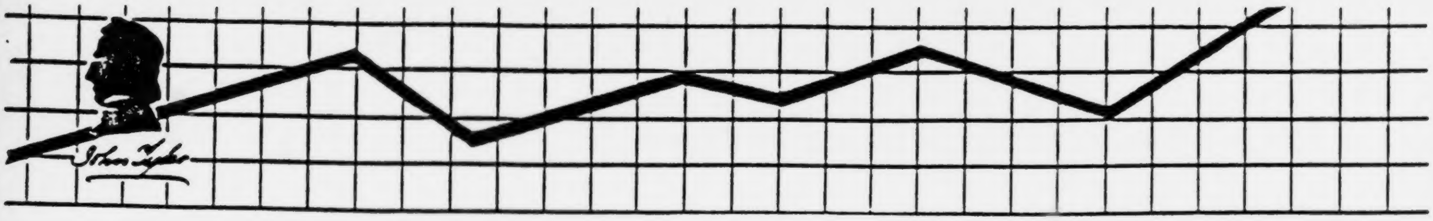
CREDITS	1984	crcrcrcrcrcr 82
	1985	crcrcrcrcrcrcrcrcrcrcrcrcr 124
HEADCOUNT	1984	hchchchchchchchchchchchchchchchchc 450
	1985	hchchchchchchchchchchchchchchchchchchchchchchc 665
FTES	1984	ftesftesftesftesftes 86.53
	1985	ftesftesftesftesftesftes 114.79

Source: Workload Report, Fall 1984 and Fall 1985

The distribution of course offerings were as follows:

	FALL 1984 # Courses/Credits	FALL 1985 # Courses/Credits
Division of Business	10/30	22/61
Division of Communications and Social Sciences	15/46	20/56
Div. of Natural Sciences, Math, & Allied Health	3/5	4/6
General Orientation	1/1	1/1

Additional information about the **JTCC Midlothian Outreach Office-Watkins Annex** is available from the following persons: Dr. Larry Adams, Director, Watkins Annex; Dr. Michael Hensley, Dean, Academic and Student Services; Dr. F. W. Nicholas, Sr., President, John Tyler Community College; and Mrs. Betsy Little, Coordinator, Public Relations.



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Research Report 86-4 March 20, 1986

A PROFILE OF NON-RETURNING STUDENTS FALL 1985 TO WINTER 1986

"Retention" is a watchword on almost all college campuses and John Tyler Community College is no exception. In fact, JTCC has placed renewed emphasis on student retention through funding provided by the Title III Program. This area represents a real challenge for most community colleges since the majority of our students attend classes on a part-time basis and have outside interests, such as family or job responsibilities. In order to continue to be responsive to the changing needs of students, the College must strive to be more creative in the delivery of instructional and support services, which should promote increased retention.

A total of 2,108 students who were here in the Fall Quarter 1985 did not return Winter 1986, representing a 49% attrition rate. Below is a summary of characteristics of these students and a comparison with the total student population.

- A total of 878 males (or 42 percent) and 1,230 females (or 58 percent) were enrolled in classes Fall Quarter and did not return in the winter. Males dropped out at a slightly higher rate than did females since the overall Fall 1985 enrollment was 40 percent male and 60 percent female.

- As expected, part-timers dropped out at a higher rate than did full-timers. Part-time students who did not return totaled 1,926 (or 91 percent) compared to 182 full-time students (or 9 percent). This past fall, 82% of our students were part-time and 18% were full-time.

- The race of students who dropped or stopped out was consistent with that of the total student population. A total of 1,613 students (or 77 percent) were white, 432 (or 20 percent) were black, and 63 (or 3 percent) were another race. This breakdown is identical to that of the overall student body.

- The locality of non-returning students also appears to be very similar to that for all students: 780 (or 37 percent) were from Chesterfield, 224 (or 11 percent) were from Richmond, 217 (or 10 percent) were from Petersburg, 196 (or 9 percent) were from Hopewell, 128 (or 6 percent) came from Colonial Heights, 118 (or 6 percent) were from Dinwiddie, 101 (or 5 percent) were from Prince George, 14 (or 1 percent) were from Surry, 13 (or 1 percent) were from Amelia, 12 (or 1 percent) were from Sussex, and 7 (or less than 1 percent) were from Charles City County. An additional 298 (or 14 percent) were from a city or county outside our Service Area.

- Seventy percent (or 1,484) of all students who did not return were unclassified. This percentage is much higher than that in the overall population inasmuch as 55% of all Fall 1985 students were unclassified.

- A total of 1,677 students (or 80 percent) who did not return had less than 15 cumulative hours, 192 (or 9 percent) had between 16 to 35 cumulative hours, 73 (or 3 percent) had between 36 to 50 cumulative hours, 67 (or 3 percent) had between 51 to 75 cumulative hours, 50 (or 2 percent) had between 76 to 100 cumulative hours, and 49 (or 2 percent) had over 100 cumulative hours.

- Half of all non-returning students had cumulative GPAs of 3.00 or better -- 1,048 (or 50 percent). A total of 402 (or 19 percent) had cumulative GPAs of between 2.00 to 2.99, 205 (or 10 percent) had cumulative GPAs of 1.00 to 1.99, and 453 (or 21 percent) had cumulative GPAs of less than 1.00. The latter group includes many students who dropped/stopped out after the first few weeks of the quarter with no cumulative hours or GPA.

- The status codes of non-returning students are also quite interesting. Three-fourths of the students who did not return were in "good standing" -- 1,357 (or 75 percent). A total of 40 students (or 2 percent) were on the Honors List while an additional 7 were on the Deans List. Others included 352 (or 19 percent) who were on academic warning, 43 (or 2 percent) on academic probation, 13 (or 1 percent) were on academic suspension, 3 (or less than 1 percent) were on academic dismissal, and 2 were reinstated from academic dismissal.
  NOTE: Totals in this category do not add up because students with no cumulative hours or a GPA of 0.00 are not assigned a status code.

The above statements appear to indicate some clear mandates for the College in the area of student retention.

1. Efforts should be made to contact all Deans List and Honor Roll students to determine the reason why they dropped/stopped out. The College should commit itself to assisting these students in every possible way so that they may re-enroll.

2. All students who are in "good standing" should also be contacted in order to interest them in further studies and pursuit of a long-term goal.

3. All non-returning students with cumulative hours of 45 or more should be provided information about degree requirements through contacts made by a counselor or faculty advisor.

4. The College should work very closely with students on academic warning or probation; provisions should be made for intensive follow-up activities with a counselor or faculty advisor.

5. Earnest efforts should be made to improve the accuracy of student classifications. Specifically, students should be assisted by a counselor or faculty advisor in their choice of a curriculum based on their interests, abilities, and long-term goals.

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Research Report 86-5

April 22, 1986

1985 GRADUATE FOLLOW-UP STUDY

The annual follow-up survey was administered this past fall to the 1985 graduating class of John Tyler Community College. The purpose of the survey was primarily three-fold: (1) to document graduate successes in the job market and in the pursuit of advanced study; (2) to provide feedback to the administration and faculty as a basis for upgrading educational offerings and services; and (3) to provide a summary of student opinions to other College staff in order to improve services.

A total of 207 graduates who completed all requirements in one of the College Transfer, Occupational/Technical, or Certificate programs in June 1985 constitute the population for this study. Based on the initial survey request and two follow-up mailings to non-respondents, a response rate of 63 percent was achieved. Below is a summary of the principal findings in five areas: (1) Background Information; (2) Evaluation of Student Services; (3) Evaluation of Academic Services; (4) Employment Status; and (5) Educational Status. A list of findings and recommendations follows an overall summary of this study.

BACKGROUND INFORMATION ON GRADUATES

Graduates were asked to provide descriptive information concerning their backgrounds for presentation in aggregate form. Of the 132 respondents:

- 48 percent were male and 52 percent were female;
- 36 percent said they were single, 55 percent said they were married, and the remainder indicated they were divorced, separated or widowed;
- 29 percent indicated they were between 18 - 24 years old, 42 percent were between 25 - 34 years old, 21 percent were between 35 - 44 years old, 7 percent were between 45 - 59 years old, and 1 percent was 60 years old or over;
- 79 percent were white, 18 percent were black, and 2 percent were Asian or Pacific Islander;
- 64 percent said Fall was their first quarter enrolled and 57 percent indicated Spring was their last quarter enrolled;
- 61 percent indicated they were enrolled on a full-time basis primarily, while 39 percent said they were part-time;
- 76 percent said they attended classes primarily during the day and 23 percent indicated attending classes at night;
- The primary reason why graduates chose to attend JTCC was because of its courses and programs, followed by close to home and inexpensive.

NOTE: Totals may not add up to 100 percent due to graduates who chose not to respond to a particular survey item.

EVALUATION OF STUDENT SERVICES

The 1985 graduates were asked to evaluate seventeen different services and facilities at the College using a 5-point scale (1 = superior, 2 = good, 3 = fair, 4 = poor, and 5 = did not use). Below is a summary of the most positive and neutral responses as well as those that were least utilized.

Those services and facilities that received the most positive rating, i.e. over 50 percent of all graduates gave either a superior or good rating, were:

	Positive Ratings
1. Admissions and Records	90%
2. Bookstore	82%
3. Parking	81%
4. Business Office	78%
5. Library/Learning Resources	77%

It should be noted that Parking facilities received the largest number of superior ratings (35 graduates or 26 percent).

The most neutral responses or those that did not receive more than 50% on any ratings on the scale, were recorded in the following areas:

	Positive	Did Not Use	Negative
1. Student Lounge and Food Services	49%	2%	46%
2. Recreational Facilities	46%	28%	20%
3. Counseling Studies	45%	26%	25%
4. Developmental Studies	43%	44%	5%
5. Continuing Education	42%	45%	9%
6. Extended Learning Institute	40%	47%	7%
7. Financial Aid	37%	48%	9%
8. Student Activities	33%	43%	18%

Finally, those services or facilities which at least half of the respondents or more said they did not use were:

	Did Not Use
1. Veterans Affairs	66%
2. Co-op Program	64%
3. Learning Assistance Center	57%
4. Job Placement	54%

The largest number of poor responses were recorded in Job Placement (13 percent), followed by Counseling Services (6 percent).

EVALUATION OF ACADEMIC SERVICES

Below is a synopsis of student responses concerning instruction at John Tyler Community College.

PRIMARY GOAL OF GRADUATES: When graduates were asked to specify their primary goal in attending JTCC, 14 percent said to complete courses to transfer, 61 percent cited pursuing a career by obtaining an Associate degree, 17 percent said to obtain a Certificate, 4 percent cited Personal Satisfaction, and 2 percent gave other goals.

SATISFACTION WITH COLLEGE PROGRAM AND SERVICES: Nine out of ten of the graduates said they were either very satisfied or somewhat satisfied with the programs and services provided by the College to assist them in achieving their goal. Remaining responses included 5 (or 4 percent) who were undecided, and 3 (or 2 percent) who were somewhat dissatisfied. An additional 1 percent chose not to respond to this item.

COMPLETION OF DEVELOPMENTAL COURSES: Almost one-half of the graduates who responded (45 percent) indicated that they had completed one or more developmental courses; 46 percent said that they had not completed such courses. An equal proportion of College Transfer and Occupational/Technical graduates completed developmental courses, while 3 out of every 4 of the Certificate graduates indicated that they had completed one or more developmental courses.

CERTIFICATION OR LICENSING OF GRADUATES: One-third of the graduate respondents indicated that they had been certified or licensed in their chosen fields. Of this number, almost all were Occupational/Technical graduates, specifically Nursing students (95 percent of the Nursing graduates who responded indicated successful completion of State licensing requirements). In addition, 87 percent of the Funeral Services graduates said they had been licensed.

QUALITY OF INSTRUCTION IN MAJOR: An overwhelming majority of the respondents (91 percent) rated the quality of instruction in their major as superior or good; only 7 percent said that instruction in their major was fair. The latter rating was given by students in the following programs: Management (2 students), Electronics (2), Funeral Services (1), Nursing (1), Data Processing (1), Business Administration (1), Automotive (1) and Instrumentation (1). It is pleasing to note that none of the graduates indicated that instruction in their major was poor.

QUALITY OF INSTRUCTION NOT IN MAJOR: Eighty-seven percent of the graduates rated the quality of instruction outside of their major curriculum as superior or good. Nine percent gave a fair rating, 1 percent said poor and 2 percent did not respond. Only one graduate, in the Funeral Services curriculum, gave a rating of poor.

COURSE CONTENT IN MAJOR: When asked to evaluate the course content in their major curriculum, an encouraging 91 percent of the graduates rated it as superior or good. Only 7 percent rated course content fair and none of the graduates rated it poor. One percent chose not to respond to this item.

FACULTY ADVISING: Sixty-nine percent rated faculty advising as superior or good (up by 4 percent compared to 1984 graduates), 26 percent said advising was fair or poor, and 4 percent did not address this item. Fair ratings were cited by 8 Management graduates, 3 graduates each in Police Science, Human Services, and Instrumentation, 2 graduates each in Nursing, Data Processing and Architecture and 1 each in Business Administration, General Studies, Funeral Services, Automotive, Electronics and Machine Shop. Six graduates in the following Occupational/Technical programs gave a poor rating: Data Processing (2 graduates) and one graduate each in Funeral Services, Nursing, Beverage Marketing and Electronics.

ACCESS TO FACULTY: The majority of the graduates (76 percent) rated access to faculty as superior or good, while 17 percent rated access as fair, 4 percent gave a poor rating and 3 percent did not provide a response. Graduates evaluating faculty access as poor were enrolled in Data Processing (2 graduates) and 1 each in Nursing, Beverage Marketing and Electronics.

LAB EQUIPMENT AND FACILITIES: Almost three-fourths of those who responded evaluated lab equipment and facilities as superior or good. Eighteen percent rated equipment and facilities as fair, 5 percent said poor and 5 percent failed to address this item. Poor ratings were given by 2 Data Processing graduates, 2 Electronics graduates and one each in Nursing, Management and Architecture.

COST OF BOOKS AND SUPPLIES: The cost of books and supplies received one of the most negative of all ratings by graduates, with only 2 percent giving a superior rating and 42 percent indicating a good rating. Forty-three percent stated that the cost was fair, 8 percent cited poor, and 4 percent failed to address this item.

Poor ratings were given by two Nursing and two Data Processing graduates, and one each in Funeral Services, Management, Beverage Marketing, Police Science, Human Services, Automotive and Instrumentation.

OVERALL QUALITY OF INSTRUCTION: The majority of the graduates (86 percent) rated the overall quality of instruction at JTCC as superior or good (down by 8 percent compared to 1984 graduates). Eleven percent gave a fair rating and only one graduate (enrolled in Funeral Services) gave a poor rating. One student did not respond to this item.

WOULD YOU RECOMMEND THE COLLEGE: Almost 9 out of every 10 graduates indicated they would recommend JTCC to a person seeking to complete the same program. Five percent failed to address this item. The remaining graduates who said they would not recommend the College were enrolled in Management (3 or 16 percent of all Management respondents), Data Processing (2 or 15 percent), Nursing (2 or 9 percent), Business Administration (1 or 50 percent), Funeral Services (1 or 12 percent), and Electronics (1 or 7 percent).

EMPLOYMENT STATUS

The following is a summary of the employment status of the 1985 graduates. Where significant differences exist, the program and degree are specified.

EMPLOYED FULL OR PART TIME Three out of every 4 graduates said they were employed on a full-time basis (down by 6 percent compared to 1984 graduates). Thirteen percent were employed part-time and the remainder indicated full-time military service (1 percent), unemployed and not seeking work (1 percent),and unemployed and seeking work (7 percent or 6 percent higher than 1984 graduates). College Transfer students were employed at a rate slightly less than Occupational/Technical and Certificate graduates, 75, 82 and 81 percent, respectively.

SOURCE OF JOB: The largest percentage of graduates (31 percent) gave a variety of sources when asked how they found out about their present job, including mailing out resumes and previous employment. An additional 28 percent said friend, 11 percent gave newspaper, 6 percent said faculty members, 4 percent said job placement and 1 percent cited the co-op programs.

DID GRADUATE HOLD JOB WHILE ENROLLED AT JTCC: Graduates were asked if they held their present jobs during their studies at JTCC and one-third said yes. Almost one-half responded no and 17 percent did not address this question. A larger proportion of

Occupational/Technical and Certificate graduates did not hold their present jobs in comparison to College Transfer graduates. Specifically, Nursing, Data Processing, Funeral Services, Electronics and Engineering students tended not to hold their present jobs while enrolled. In contrast, all of the Police Science graduates held their present jobs while at JTCC.

SALARY: Possibly due to the confidential nature of an individual's salary, about one-third (32 percent) of the graduates chose not to respond to this item. Of those graduates that did respond, one-fourth reported salaries in the range of $15,000 - 19,999, 18 percent indicated $10,000 - 14,999, and 10 percent said $20,000 - 24,999. An additional 7 percent indicated they earned $25,000 - 29,999 and 1 percent cited $30,000 or more. Salaries of less than $5,000 annually were given by 2 percent of the respondents, and 7 percent said they earned between $5,000 - 9,999. Most of these graduates were employed on a part-time basis or working outside of their fields of training. The highest salaries ($25,000 or more) were cited by graduates in the following areas: Funeral Services, Electronics, Nursing, Data Processing, Management, Instrumentation and Engineering.

JOB RELATED TO FIELD OF STUDY: Two-thirds of the graduates indicated that their current job is either directly or somewhat related to their fields of training. Fifteen percent said their jobs are not related and 17 percent failed to address this item.

EDUCATIONAL STATUS

Only 18 percent of all graduates indicated they are currently attending school. This percentage is down slightly, since 21 percent of the 1984 class said they were in school and 25 percent of the 1983 class attended school. Summary information is presented below for those who enrolled in school. (NOTE: Totals will not add up, because almost 80 percent of the graduates did not address these items.)

CLASSIFICATION: The majority of the graduates in school indicated junior status (9 or 7 percent), while several other classifications were given: freshman (5 or 4 percent), sophomore (7 or 5 percent), and seniors (3 or 2 percent). In addition, 2 or 50 percent of the College Transfer graduates said they were in school, 22 or 19 percent of the Occupational/Technical and none of the Certificate graduates said they were pursuing further studies.

CURRENTLY IN SCHOOL FULL OR PART-TIME: Of those attending school, 13 (or 10 percent) said they were full-time and 16 (or 12 percent) were part-time. In each of the degree programs, half of the students attended school full-time and the other half attended school part-time.

STUDYING IN SAME FIELD: Fourteen percent of the graduate respondents indicated that they are pursuing the same field of study in school, however, 8 percent said they are not. The remainder are not pursuing advanced study.

PROBLEMS TRANSFERRING: Of those in school, 18 (or 14 percent) said they had no problems transferring. Two graduates (or 1 percent) cited problems in having transfer credits accepted and 1 graduate said he/she had problems in meeting admission requirements. It is interesting to note that none of the College Transfer graduates had problems transferring. Transfer problems were cited, however, by Occupational/Technical graduates.

COMPARISON OF INSTRUCTION: Graduates were asked to compare instruction at their current institution with that at JTCC. Thirteen graduates (or 10 percent) said "about the same," 3 or 2 percent said "JTCC is better," and 3 or 2 percent said "there is no comparison." It is noteworthy that none of the graduates said that their present institution's instruction is better in comparison to JTCC.

For the most part, graduates who were in school reported enrollment at one of the following educational institutions (in descending order):

John Tyler Community College	12
Virginia State University	8
Virginia Commonwealth University	6
Old Dominion University	3
St. Leo College	1

PRINCIPAL FINDINGS AND RECOMMENDATIONS

Below is a list of principal findings based on the 1985 graduates who responded to the follow-up survey.

1. In evaluating academic support services and facilities, graduates gave the most positive ratings to the following: Admissions and Records, Bookstore, Parking, Business Office, and Library/Learning Resources.

2. Job Placement and Counseling Services received the largest number of negative ratings of all services and programs at the College.

3. Services and facilities that were least used by the 1985 graduates were: Veterans Affairs, Job Placement, Co-op Program, and the Learning Assistance Center.

4. The primary goals of graduates in attending JTCC were (in descending order): 61 percent said to pursue a career by obtaining an Associate degree, 17 percent said to obtain a Certificate, 14 percent said to complete courses to transfer, and 4 percent cited personal satisfaction.

5. A majority of the respondents (91 percent) rated the quality of instruction in their major as "superior" or "good."

6. Sixty-nine (69) percent said faculty advising was "superior" or "good"; 26 percent rated it as "fair" or "poor."

7. Three-fourths of the graduates rated access to faculty as "superior" or "good," while 21 percent gave a "fair" or "poor" rating.

8. The cost of books received one of the most negative of all ratings by graduates. Only 44 percent rated the cost as "superior" or "good," 43 percent said "fair," and 8 percent gave a "poor" rating.

9. Nine out of ten graduates said they would recommend the College to a person seeking to complete the same program.

10. Three out of every 4 graduates said they were employed on a full-time basis (down by 6 percent compared to last year). An additional 13 percent are employed on a part-time basis.

11. Two-thirds of the graduates indicated that their jobs are related to their fields of training.

12. Only 18 percent of the graduates said they were currently enrolled in an advanced program of study. This percentage is down slightly from those who pursued additional education in the 1984 and 1983 graduating classes.

13. Of those in school, only 3 students cited transfer problems. All of the students were Occupational/Technical graduates.

Based on the foregoing findings, the following recommendations are made:

1. That creative activities be explored, implemented, and evaluated to improve upon Job Placement; i.e., the expansion of information on prospective employers and job openings by Counseling Services staff, divisions, and departments.

2. That efforts be made to more clearly articulate the range of Counseling Services available. In addition to ingenuity, this may be accomplished through faculty and staff referrals.

3. That the College develop, implement, and evaluate a structured and effective advising system.

4. That the College continue to make every effort to keep the cost of books and supplies to a minimum.

5. That the College continue to provide students information about advanced educational opportunities.

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Research Report 86-6 May 20, 1986

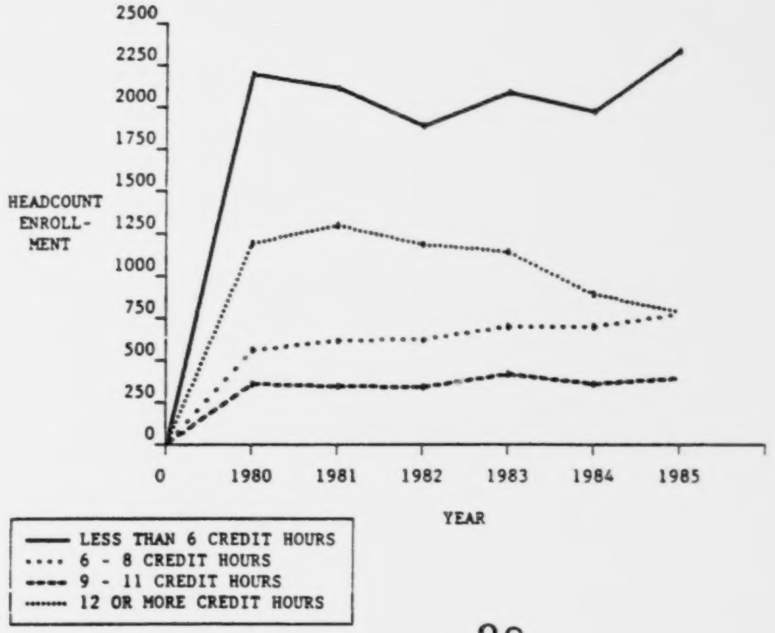
A COMPARISON OF STUDENT CREDIT HOURS
FALL QUARTER 1980-1985

A great deal of discussion has taken place in the past few years among community college educators in Virginia concerning enrollment reductions. It has been felt that annual increases in the per credit hour tuition rate has contributed to the steady decline in enrollment in the Virginia Community College System (VCCS). Several colleges in the VCCS have documented that rising tuition is one of the most significant factors affecting fewer student credit hours which translates into fewer full-time equivalent students (FTES) and dollars with which to operate.

In a move to boost enrollment and help ensure accessibility for all Virginia residents, the State Board for Community Colleges approved a decrease in the per credit hour tuition rate, from $17.75 to $17 per credit hour for in-state students. However out-of-state student tuition increased from $77 to $81 per credit hour effective Summer Quarter 1986.

Below is a comparison of the Fall 1980 to Fall 1985 student credit hours taken at John Tyler Community College (see Table on reverse side). It will be interesting to observe comparable data one year from now in order to determine if significant changes in enrollment have taken place.

JOHN TYLER COMMUNITY COLLEGE
FALL STUDENT HEADCOUNT ENROLLMENT BY CREDIT HOURS
1980 - 1985



JOHN TYLER COMMUNITY COLLEGE
FALL STUDENT HEADCOUNT ENROLLMENT BY CREDIT HOURS
1980-1985

Credit Hours	1980	1981	1982	1983	1984	1985	Pct Chg 1980-85
12 or more							
No.	1190	1296	1182	1140	890	783	(407)
Pct.	27.7	29.7	29.4	26.3	22.7	18.3	(34.2)
9 - 11							
No.	359	343	335	413	359	389	30
Pct.	8.3	7.9	8.3	9.5	9.2	9.1	8.3
6 - 8							
No.	558	612	618	694	691	767	209
Pct.	13.0	14.0	15.4	16.0	17.7	17.9	37.4
Less than 6							
No.	2194	2111	1885	2085	1974	2336	142
Pct.	51.0	48.4	46.9	48.1	50.4	54.6	6.4
Total							
No.	4301	4362	4020	4332	3914	4275	(26)
Pct.	100.0	100.0	100.0	99.9*	100.0	99.9*	(0.6)

*Rounding error

Source: Fall Enrollment Booklets, 1980-85

- The largest numerical and percentage decrease occurred in students who were enrolled for 12 or more credits. Between Fall 1980 and 1985, students in this category dropped by 407 or 34.2 percent. This past fall, only about 18 percent of all students were enrolled for 12 or more credits compared to about 28 percent a few years ago.

- The least numerical change occurred in the number of students who were taking between 9 and 11 credit hours. A comparison of Fall 1980 and Fall 1985 reveals a slight increase of 30 students or 8.3 percent. Overall, these students have accounted for between 8 and 9 percent of all student credit hours taken.

- The greatest numerical and percentage increase in credit hours was with students who were taking between 6 and 8 credits. For the period specified, students in this group increased by 209 or 37.4 percent. This represented 18 percent of the total enrollment in Fall 1985 compared to 13 percent in Fall 1980.

- Over 50 percent of all JTCC students are taking less than 6 credits. Between Fall 1980 and Fall 1985, students in this category increased by 142 or 6.4 percent. In the Fall 1980, they accounted for 51 percent of all students compared to 55 percent in the Fall 1985.

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Research Report 86-7 June 24, 1986

A COMPARISON OF JOHN TYLER COMMUNITY COLLEGE FALL GRADE DISTRIBUTIONS FALL 1984 and 1985

The Office of Institutional Research analyzed the past two fall quarter grade distributions at John Tyler Community College. The following is a comparison by division, as well as by on- and off-campus locations.

In the Fall quarter of 1985, the Division of Business experienced a slight decrease in the percentage of students who received B's in comparison to Fall 1984. The percentage of I's and W's increased, while A's, C's, D's and F's remained stable. The percentage of B's declined from 24.5 to 23.5 percent. Students that received Incompletes increased from 4.3 to 5 percent and withdrawals went up slightly, from 10.5 to 11.2 percent.

The Division of Math, Natural Sciences and Allied Health showed percentage increases in the distribution of A's, W's and R's. The percentage of S's and U's were down and B's, C's, D's, F's and I's remained stable. The following increases were observed: A's rose from 24.3 to 27.2 percent, W's went up from 9.5 to 10.3 percent and R's (re-enrolled) increased slightly, from 7.4 to 8.1 percent. The grades of B, C, D and F held steady at an average of 14, 12, 6, and 4.5 percent, respectively. In addition, Incompletes averaged 1 percent for both quarters. The percentage of Satisfactory ratings decreased from 17.1 to 12.4 percent, and Unsatisfactory ratings dropped from 3.8 to 2.8 percent.

There was an increase in the percentage of students who received A's, B's and W's in the Division of Communications and Social Sciences. In addition, the percentage of students who received C's and S's decreased. The distribution of A's rose from 15.4 to 16.7 percent, B's increased from 19.9 to 21 percent and Withdrawals went up from 10.8 to 11.6 percent. Students who received C's decreased from 19.8 to 19.1 percent and Satisfactory ratings dropped from 6.1 to 5.3 percent. The distribution of D's, F's, R's and U's remained stable.

The Division of Engineering Technologies witnessed an increase in A's, R's and W's. The percentage of C's and D's decreased, while B's and F's remained constant. The percentage of A's increased from 33.3 to 35.8 percent. Incompletes and Withdrawals rose slightly from .6 to 1.8 percent and from 9.0 to 10.9 percent, respectively. The following distribution of grades was also noted within the division: C's dropped from 16.4 to 13.6 percent and D's declined from 6.6 to 3.9 percent. B's averaged 2.7 percent and F's averaged 6.0 percent for both quarters.

The Orientation course, Genl 100, is offered by JTCC's Counseling Center. In comparing the grades distributed during Fall 1984 and 1985, the percentage of Satisfactory grades decreased from 91.9 to 85.4

percent. The percent of students that withdrew from this course almost doubled, from 7.9 to 14.6 percent.

The greatest proportion of passing grades this past fall was recorded by the Division of Engineering Technologies (80 percent of the grades received were A's, B's, C's and D's). This division also experienced the second lowest withdrawal, incomplete and failure rate, 10.9, 1.8 and 5.7 percent, respectively. The next highest proportion of passing grades was recorded in the Division of Business (almost 75 percent). The Division of Business also had the highest failure rate (9.8 percent). The Division of Communications and Social Sciences recorded almost 65 percent of passing grades. The highest Incomplete rate (5.9 percent) and the second highest Withdrawal rate (11.6 percent) and failure rate (6.3 percent) were also observed in this division. The Division of Math, Natural Sciences and Allied Health recorded the lowest percentage of passing grades (60 percent). This division also experienced the lowest withdrawal, failure and incomplete rates: 10.3, 4.8 and 1.1 percent, respectively. In addition, the highest withdrawal rate (14.6 percent) was experienced in the Counseling Center's Orientation course.

Students enrolled in courses at the Main Campus during Fall 1985 received the same proportion of B's, C's, D's, F's, I's, R's and U's in comparison to the Fall 1984 students. There was a decrease in Satisfactory ratings from (10.7 to 8.2 percent), and increases in A's (from 22.8 to 24.6 percent) and W's (from 10.1 to 11.2 percent). The proportion of passing grades also increased.

When comparing On- and Off-Campus grade distributions in Fall 1985, the percentage of A's and B's was higher off-campus. However, the remaining off-campus grades were lower than on-campus grades. The percentage of passing grades of off-campus students was higher (83.1 percent) than on-campus (65.5 percent).

Overall, the percentage of A's and B's increased and D's and S's dropped from Fall 1984 to Fall 1985. The remaining grades were stable. Passing grades (A's, B's, C's and D's) increased from 64.4 to 68.5 percent.

In review of the comparison of fall grade distribution data, one may theorize that an increase of A's and B's, the decrease of D's and the stability of the other grades, supports a previous hypothesis, "that throughout the College, current students appear to be older, more mature, and more independent--largely positive attributes in students who pursue college work."[1]

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[1] "An Analysis of Fall Grade Distributions at John Tyler Community College Over a Five Year Period, 1978-1981," Research Report 83-6, April 5, 1983, Office of Insititutional Research.

JTCC'S GRADE DISTRIBUTION
FALL 1984

DIVISION	A	B	C	D	F	I	R	S	U	W	X	*	Total
Business	717	589	348	128	235	103				253	13	18	2404
	29.8	24.5	14.5	5.3	9.8	4.3				10.5	.5	.7	
Math/Nat. Sci	393	221	194	97	69	16	120	276	61	153	12	4	1616
Allied Health	24.3	13.7	12.0	6.0	4.3	1.0	7.4	17.1	3.8	9.5	.7	.2	
Communications	387	499	496	200	174	151	134	152	15	272	21	9	2510
Social Sciences	15.4	19.9	19.8	8.0	6.9	6.0	5.3	6.1	.6	10.8	.8	.4	
Engineering	286	235	141	57	54	5				77	3		858
Technologies	33.3	27.4	16.4	6.6	6.3	.6				9.0	.3		
Counseling								406		35		1	442
								91.9		7.9		.2	
TOTAL	1783	1544	1179	482	532	275	254	834	76	790	49	32	7830
(Main Campus)	22.8	19.7	15.1	6.2	6.8	3.5	3.2	10.7	1.0	10.1	.6	.4	
OFF CAMPUS													
Watkins/	160	92	45	14	29	5		11		75	16		447
Chesterfield	35.8	20.6	10.1	3.1	6.5	1.1		2.5		16.8	3.6		
Fort Lee/	30	34	10	9	11	1		18		12			125
Prince George	35.8	27.2	8.0	7.2	8.8	.8		14.4		9.6			
Hopewell	31	2				1							34
	91.2	5.9				2.9							
Petersburg	35	23	5	1	4					2	1	7	78
	44.9	29.5	6.4	1.3	5.1					2.6	1.3	9.0	
Richmond												18	18
												100.0	1
Dinwiddie	22	9	1							2		27	61
	36.1	14.8	1.6							3.3		44.3	
Sussex	51	9	11	14	6							1	92
	55.4	9.8	12.0	15.2	6.5							1.1	
TOTAL	329	169	72	38	50	7		29		91	17	53	855
(Off Campus)	38.5	19.8	8.4	4.4	5.8	.8		3.4		10.6	2.0	6.2	
GRAND TOTAL	2112	1713	1251	520	582	282	254	863	76	881	66	85	8685
	24.3	19.7	14.4	6.0	6.7	3.2	2.9	9.9	.9	10.1	.8	1.0	

X - Audits
* - Missing grades
Source: Office of Institutional Research

JTCC'S GRADE DISTRIBUTION
FALL 1985

DIVISION	A	B	C	D	F	I	R	S	U	W	X	Total
Business	606	474	298	106	199	101				226	11	2021
	30.0	23.5	14.7	5.2	9.8	5.0				11.2	.5	
Math/Nat Sci	405	213	188	87	71	16	121	184	42	153	7	1487
Allied Health	27.2	14.3	12.6	5.9	4.8	1.1	8.1	12.4	2.8	10.3	.5	
Communications	373	471	428	179	142	133	115	119	9	259	12	2240
Social Science	16.7	21.0	19.1	8.0	6.3	5.9	5.1	5.3	.4	11.6	.5	
Engineering	341	259	130	37	54	17				104	11	953
Technologies	35.8	27.2	13.6	3.9	5.7	1.8				10.9	1.2	
Counseling								269		46		315
								85.4		14.6		
TOTAL	1725	1417	1044	409	466	267	236	572	51	788	41	7016
(Main Campus)	24.6	20.2	14.9	5.8	6.6	3.8	3.4	8.2	.7	11.2	.6	
OFF CAMPUS												
Watkins/	303	165	87	22	45	15		20		59	31	747
Chesterfield	40.6	22.1	11.6	2.9	6.0	2.0		2.7		7.9	4.1	
Fort Lee/	141	102	62	4	8	12		5		28	2	364
Prince George	38.7	28.0	17.0	1.1	2.2	3.3		1.4		7.7	.5	
Surry	10											10
	100.0											
Hopewell	55	2								2		59
	93.2	3.4								3.4		
Petersburg	44	46	25	5	5					6		131
	33.6	35.1	19.1	3.8	3.8					4.6		
Richmond	45	10	1	3						2		61
	73.8	16.4	1.6	4.9						3.3		
Dinwiddie	51	7	2	1	1							62
	82.3	11.3	3.2	1.6	1.6							
TOTAL	649	332	177	35	59	27		25		97	33	1434
(Off Campus)	45.3	23.1	12.3	2.4	4.1	1.9		1.7		6.8	2.3	
GRAND TOTAL	2374	1749	1221	444	525	294	236	597	51	885	74	8450
	28.1	20.7	14.4	5.3	6.2	3.5	2.8	7.1	.6	10.5	0.9	

x - Audits

Source: Office of Institutional Research

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Research Report 86-8 July 21, 1986

FULL-TIME EQUIVALENT STUDENTS
AT JTCC AND THE VCCS
1984-85 & 1985-86

John Tyler Community College ranked 7th among the 23 colleges in the Virginia Community College System relative to full-time equivalent students (FTES) in 1985-86. JTCC dropped from 6th to 7th place in 1984-85 and since that time has retained that position. The highest ranking colleges in the VCCS based on FTES are Northern Virginia Community College (NVCC), followed by Tidewater Community College (TCC), J. Sargeant Reynolds Community College (JSRCC), Thomas Nelson Community College (TNCC), Virginia Western Community College (VWCC), and Southwest Virginia Community College (SWVCC). (See Table 1)

TABLE 1
VIRGINIA COMMUNITY COLLEGE SYSTEM FTES
1985 - 86

COLLEGE	Actual FTES Summer 1985*	Actual FTES Fall 1985	Actual FTES Winter 1986	Actual FTES Spring 1986	Actual FTES Annual 85-86	Rank in VCCS
BRCC	61	1,059	917	867	1,009	15
CVCC	167	1,741	1,535	1,352	1,710	8
DSLCC	76	734	651	561	725	19
DCC	192	1,182	1,098	1,033	1,296	12
ESCC	26	235	196	191	233	23
GCC	59	746	614	568	702	20
JSRCC	498	4,114	3,468	3,120	4,065	3
JTCC	**196**	**1,883**	**1,582**	**1,339**	**1,797**	**7**
LFCC	57	861	692	682	802	17
MECC	137	1,350	1,201	1,096	1,353	11
NRCC	144	1,431	1,353	1,223	1,480	10
NVCC	1,700	15,285	12,623	11,775	14,928	1
PHCC	61	762	702	652	766	18
PDCCC	83	564	549	481	614	21
PVCC	138	1,552	1,393	1,206	1,522	9
RCC	53	588	510	397	551	22
SSVCC	99	929	905	780	970	16
SWVCC	259	2,073	1,774	1,713	2,112	6
TNCC	319	2,885	2,542	2,298	2,894	4
TCC	847	6,813	6,369	5,678	7,134	2
VHCC	101	1,050	935	869	1,052	14
VWCC	301	2,683	2,251	1,968	2,602	5
WCC	181	991	883	790	1,069	13
VCCS	5,755	51,511	44,742	40,639	51,386	

*Annualized enrollment
Source: Planning and Evaluation, VCCS

TABLE 2
A COMPARISON OF FTES AT JTCC
BY QUARTER
1984-85 & 1985-86

	SUMMER	FALL	WINTER	SPRING	ANNUAL
1984-85	210	1,806	1,659	1,473	1,853
1985-86	196	1,883	1,581	1,339	1,797
Percent of Change	(7)	4	(5)	(9)	(3)

Although JTCC experienced a 4 percent increase in FTES in the Fall Quarter 1984 and 1985, Summer Quarter FTES were down by 7 percent and Winter and Spring FTES decreased by 5 and 9 percent, respectively (see Table 2). The Annual FTES were down by 3 percent between 1984-85 and 1985-86.

TABLE 3
JTCC HEADCOUNT ENROLLMENT COMPARISONS
FALL 1984 & FALL 1985

	FT	PT	MALE	FEMALE	DAY	EVENING	ON	OFF
Fall 84	890	3,024	1,500	2,414	2,457	1,457	3,332	582
Fall 85	783	3,492	1,707	2,568	2,768	1,507	3,230	1,045
Percent of Change	(12)	15	13	6	12	3	(3)	80

The increase in full-time equivalent students in Fall 1985 can be attributed to a number of factors, chief of which was an 80 percent increase in off-campus students between Fall 1984 and Fall 1985 (see Table 3). This significant rise can be attributed to the expansion of course offerings at Watkins Annex and the Fort Lee Outreach Office.

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Research Report 86-9 August 27, 1986

WHERE HAVE ALL THE STUDENTS GONE?
A STUDY OF STUDENT ATTRITION AT
JOHN TYLER COMMUNITY COLLEGE
Winter 1986 - Spring 1986

The Office of Institutional Research administers a survey once each year to students who leave after one or more quarters of attendance at the college. The purpose of the study is to (1) establish the student's primary goal for enrolling, (2) evaluate whether their goals were achieved, (3) identify reasons for their withdrawal, (4) ascertain their current activities (i.e., working, attending school), and (5) determine whether they plan to return to JTCC in the future.

At the beginning of each quarter, the Computer Center provides a printout of all students who were enrolled the previous quarter and did not return the current quarter. A total of 1,843 students were identified as non-returning between Winter and Spring 1986.

To avoid surveying duplicates, all non-returning first-time students enrolled in a curriculum were excluded from the population for this survey (N=90). The Comprehensive Retention Management Office, under the Title III program, is developing a student tracking system and has begun to survey and track all 1985-86 first-time students in a designated curriculum.

Because of the rapidly dwindling number of full-time students, the decision was made to include all full-timers who dropped out in the survey sample group (N=127). In addition, a systematic random sample of every sixth part-time student on an alphabetical printout was selected (N=248). Each of these students was mailed a single-sided questionnaire. The mailed instrument generated only a 15.2 percent response rate. Follow-up efforts were limited to telephone calls, which increased the response rate to 46.7 percent.

Below is a list of principal findings:

1. A greater proportion of part-time students dropped out, compared to their representation in the population.
2. Male students tended to drop out at a rate higher than females.
3. The percentage of non-returning students by ethnic status and by residence was proportionate to that of the total student enrollment.
4. Unclassified students accounted for almost three-fourths of all students who dropped/stopped out. The majority of the non-returning unclassified students were identified as upgrading skills.

5. The degree/certificate programs that had the largest attrition rates were: Auto Diagnosis, Building Construction, Career Studies, Data Processing, General Studies and Welding.

6. Over three-fourths of the non-returning students had earned less than 16 cumulative credit hours.

7. Overall, 68 percent of the former students were in good academic standing.

8. More than one-half of the students that dropped/stopped out had a cumulative grade point average of 3.0 or better.

9. When asked why they chose to attend JTCC, almost one-half of the students who responded stated "they chose the college because it was close to home."

10. As expected, part-time students who dropped out tended to give "taking one or more job-related courses" as their primary goal for attending JTCC, while full-time students cited "pursuit of a degree, certificate or diploma."

11. Eighty-one percent of the students who responded to the survey said "that their courses at JTCC were helpful," while 11 percent were "uncertain" and 7 percent said "they were not very helpful."

12. When asked to give the reasons why they did not return to JTCC, 27 percent of the students stated "that they had completed the courses they desired to take." The next largest group (24 percent) said "they lacked time due to job requirements."

13. While more than three-fourths of the former students said "they were currently working," only 4 percent said "they were in school" and 3 percent were "in school and working." An additional 4 percent said "they were unemployed and seeking work" and 9 percent were "unemployed and not seeking work."

14. Twelve percent of the respondents said "they had received a promotion due to courses completed at the college."

15. Overall, 76 percent of the former students stated "that they plan to return to JTCC at a later date."

16. Students were asked to describe ways in which JTCC might improve its programs and services to future students. Some of the respondents said "offer more courses," "offer more morning classes at Watkins Annex," and "offer more classes during the summer."

The Office of Institutional Research will continue to work closely with the Title III staff in the Comprehensive Retention Management System Activity as they develop JTCC's Student Tracking System. Future research activity in the area of student retention will focus upon segmenting the dropout population by curriculum, goal (degree, certificate, etc.) and several demographic variables. It is felt that this type of refinement will assist the faculty and staff in their efforts to better counsel and advise students.

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Research Report 86-10 October 28, 1986

IS JTCC MEETING THE EDUCATIONAL NEEDS OF THE RESIDENTS IN ITS SERVICE AREA?

A Review of Population Penetration Rates
Fall 1985

One of the goals of John Tyler Community College is "to evaluate its recruitment strategies in an effort to raise its penetration rate to 2% by 1990." Penetration rate refers to that proportion of the total Service Area enrolled in credit classes. A 2% penetration rate is the national average for all two-year public community colleges. However, JTCC's penetration rate has never exceeded 1%. What are the factors contributing to this problem? Is 2% an unrealistic goal for the college given the large land area it serves? the college's location within the Service Area? the economy? the decline in college-age students? the educational goals of our constituents?

In order to achieve this goal, JTCC would have to enroll over 8,000 students each quarter (or twice the number that we currently serve). The Fall 1985 headcount enrollment in our Service Area was 3,771 students or a 0.93% penetration rate (see Table 1 below).

Although the college may not be able to achieve the 2% goal in all of our cities and counties, this goal seems to be a realistic one in those areas where access to the college is favorable, namely, Chesterfield, Colonial Heights, Hopewell, and Petersburg. One thing is certain: creative marketing strategies must continue to be explored in order to meet the diverse needs of students we serve.

Table 1
John Tyler Community College
Population Penetration Rates
By City and County
Fall 1985

City/County	Total Population	Fall Headcount	Penetration Rate
Amelia	8,662	33	0.3810
Charles City	6,923	9	0.1300
Chesterfield	174,162	1,651	0.9480
Colonial Heights	17,167	319	1.8582
Dinwiddie	22,755	209	0.9185
Hopewell	23,588	380	1.6110
Petersburg	39,830	466	1.1700
Prince George	26,833	219	0.8162
Richmond*	69,373	430	0.6198
Surry	6,127	24	0.3917
Sussex	10,509	31	0.2950
TOTAL	405,929	3,771	0.9290

*Richmond (South of the James River or approximately one-third of the population).

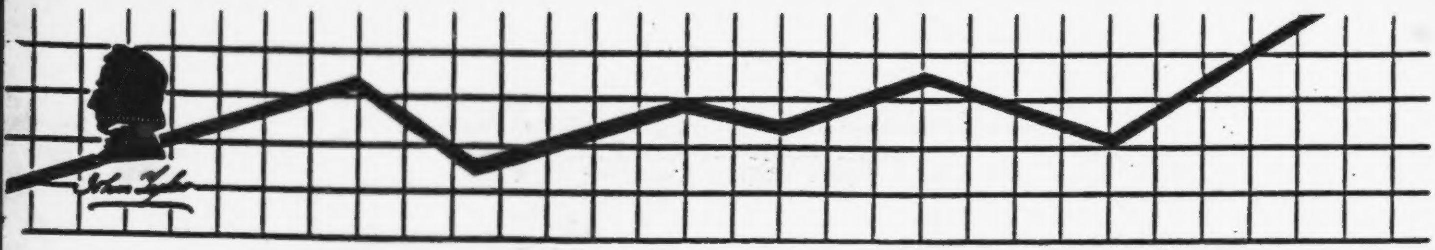
Table 2 gives the population penetration rates for each of the colleges in the Virginia Community College System. As shown, JTCC had one of the lowest penetration rates in the system (0.93) along with Germanna (0.84) and Rappahannock (0.92). The highest penetration rates were (in descending order): Southwest Virginia (3.26), Northern Virginia (2.34), Virginia Western (2.22), Piedmont Virginia (2.14) and Mountain Empire (2.14). Colleges with a penetration rate of 1.50 to 1.99 included J. Sargeant Reynolds (1.80), Virginia Highlands (1.73), New River (1.67), Wytheville (1.60), Central Virginia (1.57) and Dabney S. Lancaster (1.54). Colleges with a penetration rate of between 1.00 and 1.49 included Tidewater (1.49), Patrick Henry (1.49), Thomas Nelson (1.47), Paul D. Camp (1.47), Blue Ridge (1.12), Southside Virginia (1.10), and Eastern Shore (1.02).

Table 2
Virginia Community College System
Population Penetration Rates
By City and County
Fall Quarter 1985

College	Total Population*	Fall Headcount**	Penetration Rate***
Blue Ridge CC	177,415	1,989	1.1211
Central Virginia CC	205,541	3,235	1.5739
Dabney S. Lancaster CC	78,772	1,212	1.5386
Danville CC	131,679	1,665	1.2644
Eastern Shore CC	46,496	475	1.0216
Germanna CC	197,952	1,642	0.8295
J. Sargeant Reynolds CC	423,865	7,628	1.7996
John Tyler CC	405,929	3,771	0.9290
Lord Fairfax CC	167,535	1,894	1.1305
Mountain Empire CC	116,492	2,491	2.1383
New River CC	150,464	2,514	1.6708
Northern Virginia CC	1,205,969	28,203	2.3386
Patrick Henry CC	114,468	1,700	1.4851
Paul D. Camp CC	72,631	1,068	1.4704
Piedmont Virginia CC	153,510	3,285	2.1399
Rappahannock CC	133,590	1,223	0.9155
Southside Virginia CC	150,408	1,649	1.0964
Southwest Virginia CC	140,771	4,595	3.2642
Thomas Nelson CC	354,005	5,208	1.4712
Tidewater CC	816,593	12,142	1.4869
Virginia Highlands CC	86,125	1,488	1.7277
Virginia Western CC	240,733	5,354	2.2240
Wytheville CC	102,573	1,640	1.5989
VCCS	5,673,516	96,071	1.6933

* Total population is the most recent estimate (1983) by the Department of Planning & Budget.
** Fall headcount is limited to within service region enrollments.
*** Penetration is headcount as a percentage of population.

Source: VCCS (Research and Planning)



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Research Report 86-11 November 18, 1986

A PRELIMINARY COMPARISON OF CURRICULA ENROLLMENT
John Tyler Community College
Fall 1985 & 1986

Of utmost concern in educational circles today is student enrollment. This is certainly true for Virginia's 23 public community colleges which have experienced some rather sharp fluctuations in enrollments in recent years. For the first time in a number of years, 22 of the 23 colleges had an increase in full-time equivalent students (FTES) this fall. The exception was John Tyler Community College. College officials have attributed this turnaround to a decrease in student tuition which was made possible through a $3.9 million allocation by the 1986 General Assembly and stepped up marketing efforts by the colleges.

This report gives a preliminary comparison of student headcount and FTES at JTCC for Fall 1985 and 1986. It is interesting to note that college transfer enrollment tends to be up while students in occupational/technical and certificate programs are down. What is not shown is the large number of unclassified students the college is serving. Almost 2 out of every 3 students are unclassified this fall, whereas one year ago, slightly over 1 out of every 2 students was unclassified. For JTCC and many community colleges, the greatest increases seem to be in part-time, special session enrollments. Often these are persons who are either upgrading job skills or taking a course for personal satisfaction. Given we are offering what our students want, this group should be receiving quite a bit of attention in the future.

Nonetheless, it is virtually impossible to explain what happened at JTCC since a number of variables may have affected our enrollment. One thing is certain: we have the largest student headcount in the history of the college -- 4,389 (as of Mid-Quarter). It appears that the increased emphasis on recruitment and marketing at JTCC is paying off. However, this fall, JTCC ranks 7th in headcount and 8th relative to FTES in the system. This means that although the college is serving many more students, those students are taking fewer credits on the average. Since this trend is expected to continue, the challenge for the college seems to be to (1) continue to develop and strengthen marketing efforts; (2) promote stronger ties between the student and his program of study, thus leading to increased retention; (3) facilitate the student's ability to take additional credits through creative scheduling; and (4) encourage that, at every point of contact, students are ensured of receiving quality service.

Preliminary Curricula Enrollment Comparisons
Student Headcount and FTES
Fall 1985 & 1986

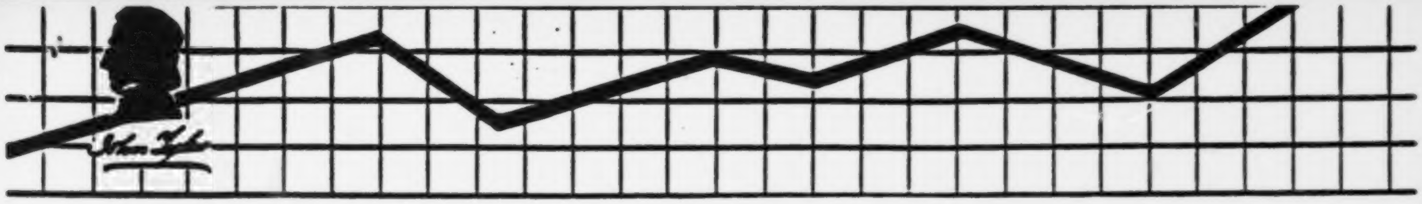
	FALL 1985		FALL 1986		% CHANGE	
CURRICULUM	Head-count	FTES	Head-count	FTES	Head-Count	FTES
COLLEGE TRANSFER						
Business Admin	135	81	123	77	(8.9)	(4.9)
Education	22	14	33	23	50.0	54.3
General Studies	65	44	138*	85*	112.3	93.2
Liberal Arts	21	15	26	19	23.8	26.7
Science	23	14	25	17	8.7	21.4
Sub-total	266	168	345	221	29.7	31.5
OCCUPATIONAL/TECHNICAL						
Accounting	76	38	83	41	9.2	7.9
Architecture	32	24	32	22	N/C	(8.3)
Automotive	53	34	47	30	(9.6)	(11.8)
Beverage Mktg	22	13	23	16	4.5	23.1
Data Processing	222	104	175	87	(21.2)	(16.3)
Electronics	142	85	119	72	(16.2)	(15.3)
Funeral Service	61	49	30	20	(50.8)	(59.2)
Gen Engineering	77	30	55	21	(28.6)	(30.0)
Human Services	105	72	87	59	(17.1)	(18.1)
Instrumentation	29	18	42	35	44.8	94.4
Management	235	109	191	84	(18.7)	(22.9)
Nursing**	220	130	120	78	(45.5)	(40.0)
Police Science	64	36	65	36	1.6	N/C
Secretarial Sci	65	39	70	43	7.7	10.3
Subtotal	1402	781	1139	644	(18.8)	(17.5)
CERTIFICATE						
Air Conditioning	1	-	-	-	N/A	N/A
Auto Diagnosis	6	5	4	3	(33.3)	(40.0)
Building Const	3	1	4	3	33.3	200.0
Career Studies	53	91***	47	43	(11.3)	(52.7)
Child Care	48	25	52	29	8.3	16.0
Clerical Studies	35	25	23	15	(34.3)	(40.0)
Educ Secretary	—	—	6	3	N/A	N/A
Machine Shop	16	11	5	3	(68.8)	(72.7)
Teacher Aide	6	3	7	3	16.7	N/C
Welding	9	6	10	5	11.1	(16.7)
Subtotal	177	167	158	107	(10.7)	(35.9)
TOTAL	1805	1116	1642	972	(9.0)	(12.9)

* Includes students who plan to enter the Nursing program, but are meeting general degree requirements prior to declaring the major.

** Nursing program is admitting two classes in 1986-87 (Fall 1986 & Winter 1987) versus only one Fall 1985 class.

*** Includes Virginia Power students who were taking between 22 to 24 credit hours, thus accounting for the disproportionately large number of FTES.

Sources: Enrollment Summary Reports
Fall 1985 (End of Quarter)
Fall 1986 (Mid-Quarter AKT)



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Research Report 86-12 SPECIAL ISSUE December 11, 1986

ON THE RISE AND CLIMBING TOWARD THE YEAR 2000

Program Development

In October, 1967, John Tyler Community College opened its doors offering occupational-technical programs with twenty (20) major options and college transfer curricula in five (5) major areas of study. Today, there are more than forty (40) areas of study in the Career Studies Certificate or the Certificate or the Associate in Applied Science degree or the Associate in Arts & Sciences degree awards. The changes in the academic offerings have paralleled the nation's economy in moving more into high technology and service areas. A highlight of the College's present educational program is the ability (responsive, flexible, practical) to provide courses, workshops, and seminars tailored to meet business and industry training needs.

Accreditation

The College holds accreditation with the following agencies: Commission on Colleges of the Southern Association of Colleges and Schools; National League of Nursing; American Board of Funeral Service Education; Accreditation Board for Engineering and Technology (Architectural Engineering Technology and Electronic Engineering Technology).

Business and Industry

John Tyler Community College has served many of the 405,929 persons in its service area and approximately 8,700 businesses through courses to develop or upgrade job skills or for personal satisfaction and through short-term contracts.

Continuing Education and Community Service

The College awarded 4,567 continuing education units in 1985-1986 which was up 80% over the 2,544 awarded in 1984-85. In addition, 36,661 persons benefited from community service activities up 46% when compared to the 25,051 persons who were served in 1984-1985.

Expenditures

FY	M&O Expenditure	FY	M&O Expenditure
1972	$1,616,000	1980	$3,875,000
1973	$1,775,000	1981	$4,159,000
1974	$2,004,000	1982	$4,563,000
1975	$2,271,000	1983	$5,377,000
1976	$2,871,000	1984	$5,741,000
1977	$2,743,000	1985	$6,202,000
1978	$3,150,000	1986	$6,377,000
1979	$3,735,000		

Local Board Chairmen

Mr. Frank L. Wyche
10/65 - 1/19/71
Mr. Edwin B. Brooks, Jr.
1/19/71 - 7/13/72
Mr. Homer C. Eliades
7/13/72 - 7/15/74
Dr. Robert S. Smith
7/15/74 - 6/23/76
Mr. Frank Cervarich
6/23/76 - 6/14/78
Miss Anne Dobie Peebles
6/14/78 - 5/8/80
Mr. Melvin W. Burnett
5/8/80 - 7/8/82
Mr. C. Leland Bassett
7/8/82 - 5/10/84
Mr. Richard A. Marks, Jr.
5/10/84 - 7/10/86
Mr. Jack R. Hundley
7/10/86 to present

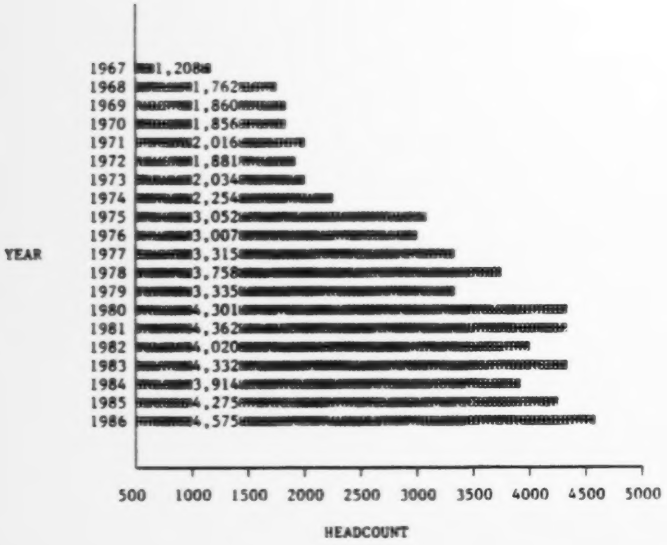
JTCC Presidents

Dr. Thomas M. Hatfield
8/66 - 11/69
Dr. W. Marshall Denison
1/70 - 7/70
Dr. James R. Walpole
1/71 - 7/74
Dr. John W. Lavery
1/75 - 8/78
Dr. Freddie W. Nicholas
9/15/79 to present

Students

The College recorded its largest student headcount enrollment in its history this fall 1986.

HEADCOUNT HISTORY
FALL 1967 TO 1986



Faculty Credentials

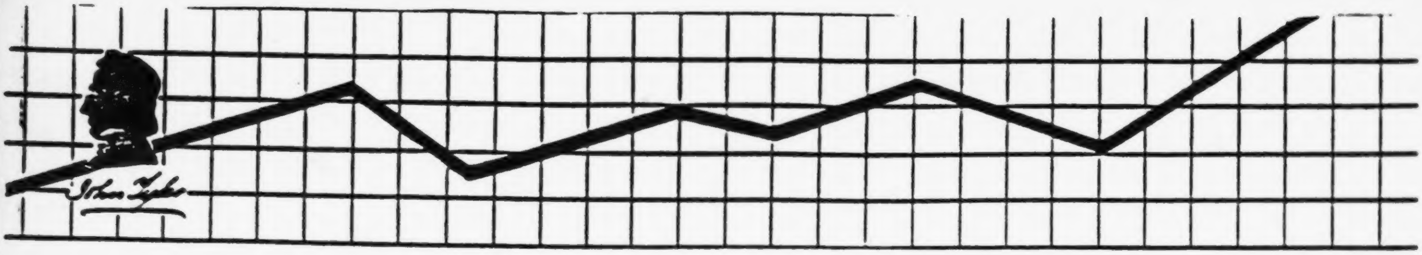
All faculty are certified in their fields of study as required by the Southern Association of Colleges and Schools. During the spring, 1986, of the 84 full-time instructional and administrative faculty, 18 had earned doctorates or professional degrees, 55 had the masters degree as the highest degree earned, 9 had bachelors degrees and several years of technical experience, and 2 had certificates or diplomas along with extensive practical and instructional experience.

"20-Years" Employees

- Dr. Edward Anderson
  Professor, English
- Mr. John H. Butler
  Associate Professor, English
- Mr. Daniel E. Dalton
  Associate Professor, English
- Mrs. Marianne R.B. Duty
  Associate Professor, English
- Mr. Edgar E. Evans, Jr.
  Associate Professor, Physical Ed.
- Mr. Richard E. Fox
  Graphics Illustrator
- Mrs. Nellie K. Hynst
  Executive Secretary to the Dean of Financial & Admin. Services
- Mr. David P. Jones
  Associate Professor, Business
- Mr. Edwin D. Jordan
  Associate Professor, Mathematics
- Mr. James R. Latta
  Instructor, Machine Shop
- Mrs. Anne P. Moore
  Supervisor, Purchase & Stores
- Dr. David L. Richards
  Professor, Psychology
- Mr. Leo Rogon
  Associate Professor, Physics
- Mrs. Melba J. Scherer
  Executive Secretary Senior to the President
- Mr. Lawrence E. White
  Associate Professor, Reading

JTCC Foundation

In the past year, the JTCC Foundation has raised over $125,000 in industrial/corporation and personal gifts, equipment, and assistance inkind; awarded four $1,000 scholarships to area students; sponsored conferences, workshops, and seminars for more than fifty faculty and staff members.



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Research Report 87-1 January 15, 1987

JTCC'S FULL-TIME INSTRUCTIONAL FACULTY BY AVERAGE SALARY, RANK AND SEX
1986 - 87

This report provides a descriptive summary of John Tyler Community College's full-time instructional faculty by rank, sex and average salary. Table 1 gives the salaries of the faculty by rank and sex. A cursory review shows that:

- Of the 65 full-time faculty members, 7 (or 11 percent) are Professors and 26 (or 40 percent) are Associate Professors. Assistant Professors account for 26 (or 40 percent) of all faculty and 6 (or 9 percent) are classified as Instructors.
- Twenty-five (or 38 percent) of all faculty members are female and 40 (or 62 percent) are male.
- The average annual salary is $29,244 for males, $25,864 for females, and $27,944 overall.

TABLE 1
SALARIES OF FULL-TIME INSTRUCTIONAL FACULTY
BY RANK AND SEX
1986 - 87

	MALE		FEMALE		TOTAL	
	No. of Faculty	Mean Salary	No. of Faculty	Mean Salary	No. of Faculty	Mean Salary
Professor	6	$33,325	1	*	7	$33,070
Associate Professor	18	31,199	8	$28,292	26	30,304
Assistant Professor	12	26,225	14	24,500	26	25,296
Instructor	4	23,386	2	22,862	6	23,212
TOTAL	40	$29,244	25	$25,864	65	$27,944

*Omitted because faculty is identifiable.

Source: Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty, OE 2300-3

1985 - 86 Salary Comparison

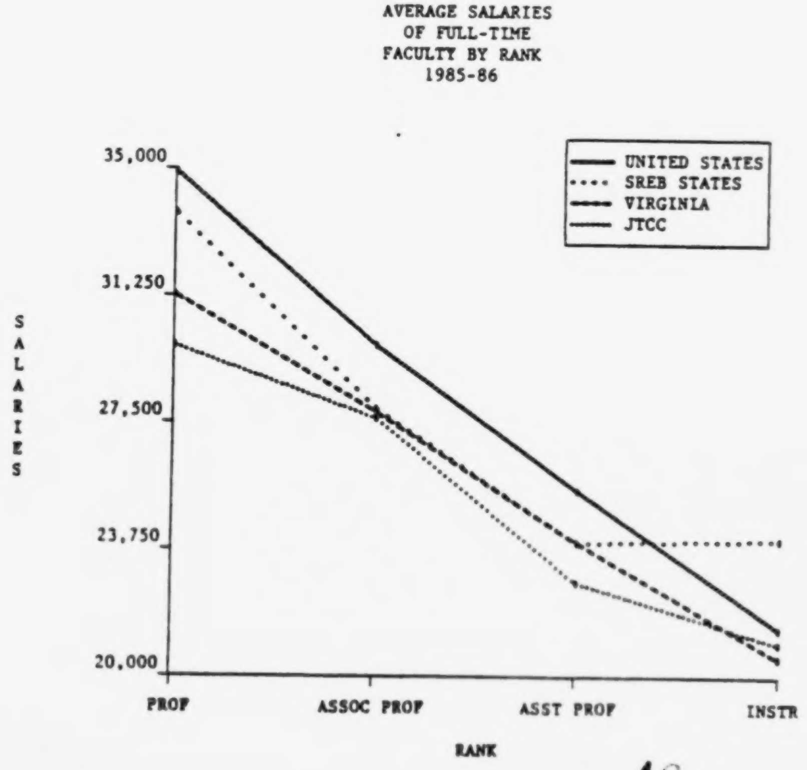
Table 2 gives a comparison of the 1985-86 average salaries of full-time instructional faculty members at public two-year institutions in the United States, the southern region states, the state of Virginia and John Tyler Community College.

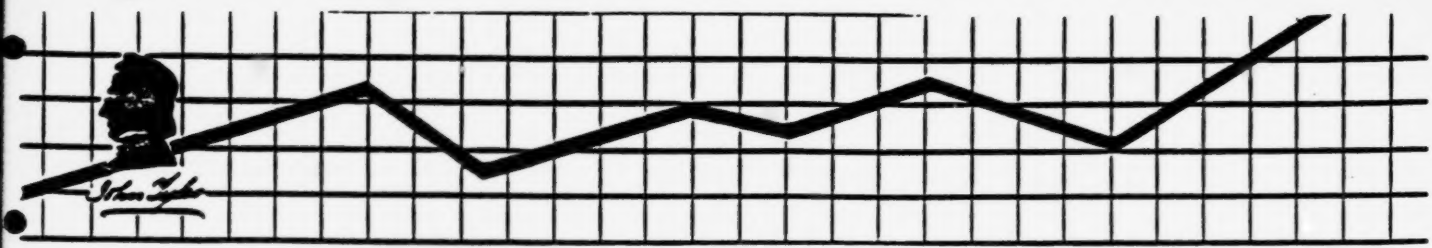
TABLE 2
AVERAGE SALARIES OF FULL-TIME FACULTY BY RANK
AT PUBLIC TWO-YEAR INSTITUTIONS
1985 - 86

	Prof.	Asso. Prof.	Asst. Prof.	Instr.	All Ranks Average
United States	$34,870	$29,760	$25,480	$21,420	$28,510
SREB States*	33,686	27,869	23,937	24,030	25,656
Virginia	31,240	27,767	23,923	20,529	25,749
John Tyler CC	29,751	27,581	22,736	20,983	25,140

*SREB States include Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

Source: Southern Regional Education Board, SREB Fact Book on Higher Education, 1986.





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Research Report 87-2 February 24, 1987

A Comparison of Student Enrollment At JTCC and in the VCCS Fall 1985 and Fall 1986

During Fall 1986, student headcount enrollment in the Virginia Community College System increased by 8,963 students or 8.0 percent compared to Fall 1985 figures, while full-time equivalent students (FTES) increased by 3,340 or 6.5 percent (See Table 2).

John Tyler Community College's Fall 1986 student headcount increased by 6.6 percent in comparison to Fall 1985 figures. However, Fall 1986 FTES dropped by 30 students or 1.6 percent. This decline at JTCC was the only FTES decrease experienced by a VCCS institution in Fall 1986.

TABLE 1
JTCC HEADCOUNT ENROLLMENT COMPARISONS
FALL 1985 and FALL 1986

	FALL 1985	FALL 1986	PERCENT OF CHANGE
Headcount	4,275	4,556	6.6
FTES	1,883	1,853	(1.6)
Full-time	783	789	0.8
Part-time	3,492	3,767	7.9
Men	1,707	1,730	1.3
Women	2,568	2,826	10.8
On-Campus	3,230	3,173	(1.8)
Off-Campus	1,045	1,383	32.3
College Transfer	266	342*	28.6
Occupational/Technical	1,579	1,283	(18.7)
Unclassified	2,345	2,885	23.0
Developmental	85	46	(45.9)

Source: Enrollment Data - Fall Quarter 1985: End-of-Quarter
Enrollment Data - Fall Quarter 1986: End-of-Quarter
Research and Planning, VCCS

*Much of the increase in College Transfer students is due to curriculum coding changes.

The Fall 1986 increase in student headcount enrollment at John Tyler Community College can be attributed, in part, to an increase in part-time, female, and off-campus students (see Table 1). Yet, a concomitant increase in full-time equivalent students (FTES) was not realized probably due to the fact that a disproportionate number of students were enrolled in special session classes for 3 credits or less. The college is examining a number of strategies in order to attract new students and to assist those who are currently enrolled to continue. Some of these attempts include: (1) increasing student recruitment and college marketing; (2) providing scheduling alternatives for current students; (3) developing a communications support system whereby all students receive at least one personal communiqué from the college on a quarterly basis; (4) providing students assistance with child care and transportation needs; and (5) exploring ways to meet the course training needs of local business and industry.

TABLE 2
VIRGINIA COMMUNITY COLLEGE SYSTEM
HEADCOUNT AND FTES COMPARISONS
FALL 1985 and FALL 1986

	HEADCOUNT			FTES		
COLLEGE	FALL 1985	FALL 1986	PERCENT OF CHANGE	FALL 1985	FALL 1986	PERCENT OF CHANGE
BRCC	2,374	2,382	.3	1,072	1,072	1.2
CVCC	3,670	3,899	6.2	1,741	1,845	6.0
DSLCC	1,319	1,355	2.7	734	741	.9
DCC	1,879	1,973	5.0	1,182	1,197	1.3
ESCC	481	453	(5.6)	235	256	8.9
GCC	1,753	2,212	26.2	746	898	20.4
JSRCC	10,507	11,309	7.6	4,114	4,246	3.2
JTCC	4,275	4,556	6.6	1,883	1,853	(1.6)
LFCC	1,966	2,230	13.4	861	948	10.1
MECC	3,017	3,862	28.0	1,350	1,517	12.4
NRCC	2,814	3,248	15.4	1,431	1,664	16.3
NVCC	33,132	34,312	3.6	15,285	15,871	3.8
PHCC	1,835	1,817	(1.0)	762	876	15.0
PDCCC	1,155	1,298	12.4	564	592	5.0
PVCC	3,847	4,139	7.6	1,552	1,636	5.4
RCC	1,313	1,437	9.4	588	632	7.5
SSVCC	1,863	1,852	(0.6)	929	976	5.0
SWVCC	4,905	5,718	16.6	2,073	2,310	11.4
TNCC	6,076	6,445	6.1	2,885	3,009	4.3
TCC	14,023	15,605	11.3	6,813	7,636	12.1
VHCC	1,710	1,759	2.9	1,050	1,099	4.7
VWCC	6,260	7,098	13.4	2,683	2,943	9.7
WCC	1,909	2,086	9.3	991	1,034	4.3
VCSS	112,083	121,046	8.0	51,511	54,851	6.5

Source: Enrollment Data - Fall Quarter 1985; End of Quarter
Enrollment Data - Fall Quarter 1986; End of Quarter
Research and Planning, VCCS

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Research Report 87-3 March 24, 1987

CLASS OF '86
GRADUATE FOLLOW-UP STUDY

The annual follow-up survey instrument was administered this past fall to the 1986 graduating class of John Tyler Community College. The purpose of the follow-up study is three-fold: (1) to document student successes in the job market and in pursuit of advanced study; (2) to provide feedback to the College's administration and faculty as a basis for upgrading educational offerings; and (3) to provide the results of student opinions to other College personnel in academic and student services in order to improve services.

A total of 250 graduates who completed one of the College's Transfer, Occupational/Technical, Certificate, or Career Studies curriculums in June 1986 comprised the population of the study. An initial survey request and two follow-up mailings to non-respondents yielded a 53 percent response rate. The following is a summary of the principal findings in five areas: (1) Background Information; (2) Evaluation of Student Services; (3) Evaluation of Academic Services; (4) Graduates' Employment; and (5) Graduates' Educational Status.

PRINCIPAL FINDINGS

Background Information

- Slightly over half (53 percent) of the 1986 graduates were female. About 4 out of every 5 were white. (These characteristics are similar to those of the student body).
- Fifty-nine percent of the graduates indicated they were "married," 36 percent said they were "single," and the remaining 5 percent said they were either "separated," "widowed," or failed to respond to this question.
- The majority of the graduates (40 percent) said their age fell in the 25 - 34 range. Other responses were: 18 - 24 (32 percent), 35 - 44 (20 percent), 45 - 49 (5 percent), and 50 or older (1 percent). An additional 2 percent did not respond to this item.
- The majority of the graduates (59 percent) began their studies at JTCC in the fall and completed them in the spring.
- Almost three-fourths stated they attended classes primarily during the day, and 58 percent said they pursued their studies primarily on a full-time basis.
- The primary reason graduates chose to attend JTCC was because of the courses and programs offered. A secondary reason for coming to the college was because of its proximity to their homes.

Evaluation of Student Services

- The most positive ratings by graduates in the area of Student Services were (in descending order); Admissions and Records, Bookstore, Parking, Library/Learning Resources Center, and the Business Office.
- The Student Lounge/Food Service and Counseling Services received the largest number of negative ratings of all services.
- Services and facilities least used by graduates were (in descending order): Cooperative Education, Veterans Affairs, Job Placement, Financial Aid, Learning Assistance Center and Student Activities.

Evaluation of Academic Services

- A majority of graduates (89 percent) stated they were satisfied with programs and services the College provided to assist them in achieving their goal.
- Eighty-eight (88) percent rated the quality of instruction in their major as "superior" or "good," while 6 percent rated it as "fair." None of the graduates rated instruction in their major as "poor."
- Three-fourths rated access to faculty as "superior" or "good," 15 percent said it was "fair," and 1 percent gave faculty access a "poor" rating.
- Sixty-nine (69) percent said faculty advising was "superior" or "good," while 24 percent rated it as "fair" or "poor."
- One-half of the graduates said they did not have classes in which the computer was used to supplement traditional instructional methods.
- The cost of books and supplies continues to receive one of the most negative ratings by graduates. Thirty-eight percent gave a "fair" rating and 11 percent said the cost of books and supplies was "poor."
- Nine out of every 10 graduates indicated that overall instruction at JTCC was "superior" or "good" and they would recommend the College to a person seeking to complete the same program.

Employment Status

- Collectively, the 1986 graduates represent the largest group (77 percent) of full-time employed graduates since the 1982 class. An additional 10 percent are employed on a part-time basis.
- One-half of the graduates are employed in private/profit-making organizations.
- The largest percentage of graduates reported annual gross salaries in the range of $15,000 - 19,999.

- Three-fourths said their present jobs are related to the fields in which they were trained.

Educational Status

- One-fourth of the graduates indicated they were currently in school, with one-half enrolled part-time and one-half enrolled on a full-time basis.

- Seven out of 13 of the College Transfer graduate respondents (54 percent) were attending school.

- The graduates were equally divided among those who are pursuing the same field of study in school and those who are not.

- The majority of the graduates who were in school indicated they had problems transferring. Of the graduates who had problems, 64 percent were Occupational/Technical graduates, 29 percent received Certificates, and 7 percent were College Transfer graduates.

Recommendations

1. Appropriate faculty and administrative staff should review those services and/or facilities whose ratings are considered unsatisfactory and those that were least used by graduates. A strategy should be devised to raise student perceptions and/or awareness levels in these areas.

2. Counselors and advisors should continue to stress the differences between the Occupational/Technical programs (designed to lead directly to employment or career advancement) and the College Transfer programs (in which students complete the first two years of a program leading to a baccalaureate degree).

3. Faculty should make every effort to keep the cost of books and supplies to a minimum. Unless subject matter undergoes frequent revisions, faculty should be encouraged to retain books for reasonable periods and to explore other ways to reduce expenses for the student.

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Research Report 87-4 April 28, 1987

A PROFILE OF NON-RETURNING STUDENTS
1986-87

If student attrition is defined as "failure to enroll in one or more courses in quarterly succession," JTCC and similar institutions can anticipate that their attrition rate will continue to climb steadily upward. For the most part, this can be attributed to sheer economics and the student's need (or desire) to work while enrolled in school. In recent years, this inclination to work has become more pronounced, which tends to correlate with the number of credits students will take (almost 50% of all JTCC students are enrolled in one 3-hour credit course). A cursory examination of overall student attrition figures between Fall 1986 to Winter 1987, and Winter 1987 to Spring 1987 yields a rate in excess of 50%. However, if only program-placed students are considered, the rate drops to approximately 25% between quarters.

Table 1 gives a profile of non-returning students in 1986-87. Almost all characteristics are similar to those for the total student body, with the exception of those who are full- and part-time. As expected, far more part-time students tend to drop- or stop-out than do full-time students. Other variables displayed in the profile on non-returning students include sex, race, residence, cumulative hours, cumulative GPA, and academic status.

Non-returning students by curriculum for the same period is presented in Table 2. It should be noted that attrition rates are lowest for college transfer and occupational-technical students. Certificate students experience a slightly higher drop-out rate, and unclassified students are most prone to drop- or stop-out. Between Fall Quarter 1986 to Winter Quarter 1987, 2 out of every 3 unclassified students did not return to the College. Almost 3 out of every 4 unclassified students failed to return between the Winter and Spring Quarters 1987.

Graphic illustrations of the data for Fall to Winter and Winter to Spring quarters are presented in the charts on page 4. Chart 1 gives a general profile of non-returning students and Chart 2 shows non-returning students by curriculum.

A number of key points can be made concerning this analysis:

- Unclassified students tend to display much more erratic enrollment patterns since their goals tend not to be as sharply defined. In order to retain more of these students, the College must continue to offer first-rate instruction and services as well as to publicize them in a way that is appealing to our several markets.

- For program-placed students, the overall attrition rate is fairly low. Efforts should be made to foster additional linkages between the student and his program, as this tends to promote increased retention. This recommendation has come from the Title III Retention Office.

TABLE 1
JOHN TYLER COMMUNITY COLLEGE
PROFILE OF NON-RETURNING STUDENTS

VARIABLE	Fall 1986 to Winter 1987 (N=2426)		Winter 1987 to Spring 1987 (N=2286)	
Sex	N	%	N	%
Male	903	37	879	38
Female	1523	63	1407	62
		100		100
Race	N	%	N	%
White	1882	78	1618	71
Black	477	20	571	25
Other	67	3	97	4
		100		100
Residence	N	%	N	%
Amelia	21	1	16	1
Charles City	5	*	2	*
Chesterfield	810	33	762	33
Colonial Heights	229	9	163	7
Dinwiddie	160	7	165	7
Hopewell	166	7	158	7
Petersburg	287	12	307	13
Prince George	121	5	90	4
Richmond	329	14	265	12
Surry	51	2	57	2
Sussex	31	1	40	2
Other	216	9	261	4
		100		99*
Attendance Status	N	%	N	%
Full-time	184	8	111	5
Part-time	2242	92	2175	95
		100		100
Cumulative Hours	N	%	N	%
0 - 15	1973	81	1898	83
16 - 35	182	7	191	8
36 - 50	89	4	59	3
51 - 75	80	3	59	3
76 - 100	40	2	33	1
Over 100	62	3	46	2
		100		100
Grade Point Average	N	%	N	%
0.00 - 1.00	519	21	429	19
1.01 - 2.00	306	13	235	10
2.01 - 3.00	580	24	567	25
3.01 - 4.00	1021	42	1055	46
		100		100
Academic Status	N	%	N	%
Good Standing	1476	61	1282	56
Academic Warning	265	11	210	9
Academic Probation	0		0	
Academic Suspension	8	**	7	**
Academic Dismissal	0		0	
Reinstated	0		0	
Dean's List	8	**	8	**
Honor's List	57	2	26	1
No Standing Code	612	25	753	33
		99*		99*

* Rounding Error
** Less than 1 percent

Source: Non-Returning Students Report, JTADM788.

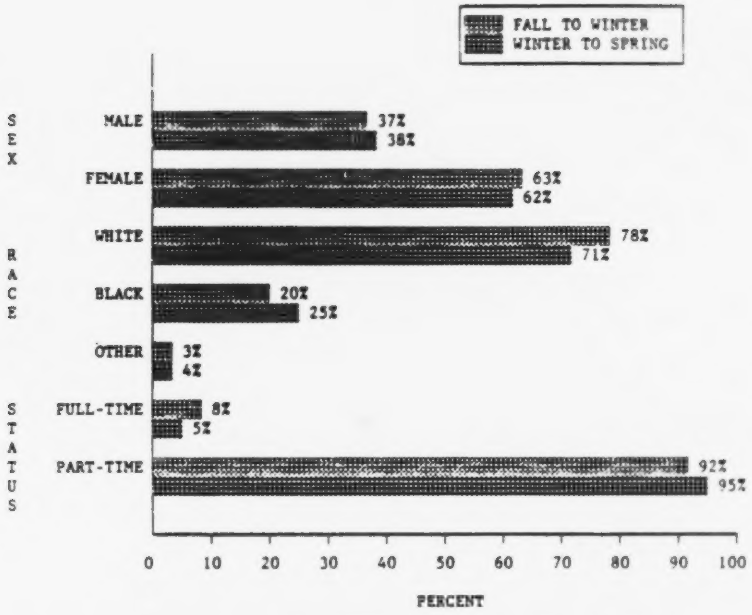
TABLE 2
NON-RETURNING STUDENTS BY CURRICULUM
FALL 1986 TO WINTER 1987
AND
WINTER 1987 TO SPRING 1987

CURRICULUM	Enrolled Fall 86	Non-Return Winter 87	Attrition Rate	Enrolled Winter 87	Non-Return Spring 87	Attrition Rate
College Transfer						
216 Business Adm.	135	38	28%	135	33	24%
624 Education	36	10	28%	34	6	18%
697 General Studies	151	43	28%	140	34	24%
650 Liberal Arts	27	6	22%	29	10	34%
881 Science	26	12	46%	14	4	29%
Total	375	109	29%	352	87	25%
Occupational/Technical						
203 Accounting	85	19	22%	83	24	29%
901 Architecture	32	6	19%	36	5	14%
909 Automotive	49	8	16%	51	13	25%
236 Beverage Mktg.	24	7	29%	24	4	17%
209 Data Processing	180	68	38%	155	46	30%
981 Electronics Tech.	115	27	23%	106	23	22%
155 Funeral Services	35	6	17%	41	6	15%
968 General Engr.	58	16	28%	67	25	37%
480 Human Services	91	19	21%	99	18	18%
938 Instrumentation	44	10	23%	45	7	16%
212 Management	195	64	33%	187	51	27%
156 Nursing	130	16	12%	137	12	9%
464 Police Science	68	15	22%	70	14	20%
276 Secretarial Sci.	73	28	38%	66	13	20%
Total	1179	309	26%	1167	261	22%
Certificate						
910 Auto Diagnosis	4	1	25%	4	1	25%
989 Building Constr.	4	0	0%	8	6	75%
221 Career Studies	69	45	65%	95	23	24%
639 Child Care Aide	53	23	43%	57	26	46%
218 Clerical Studies	22	7	32%	17	2	12%
278 Educational Secy.	6	6	100%	7	7	100%
959 Machine Shop	6	1	17%	8	2	25%
629 Teacher Aide	10	3	30%	7	2	29%
995 Welding	10	2	20%	10	3	30%
Total	184	88	48%	213	72	34%
Unclassified						
030 Audit	5	1	20%	5	0	0%
023 Career Exploration	122	85	70%	140	100	71%
022 Developing Skills	188	107	57%	232	152	66%
027 High School Student	165	149	90%	135	122	90%
028 Pending Curriculum	442	218	49%	384	235	61%
024 Personal Satis.	725	452	62%	724	576	80%
029 Restricted Enroll.	56	19	34%	43	13	30%
026 Transfer	82	40	49%	66	23	35%
025 Transient	8	4	50%	7	4	57%
021 Upgrading Skills	1112	845	76%	852	641	75%
Total	2905	1920	66%	2588	1866	72%
Grand Total	4643	2426	52%	4320	2286	53%

Source: Non-Returning Students Report, JTADM788.

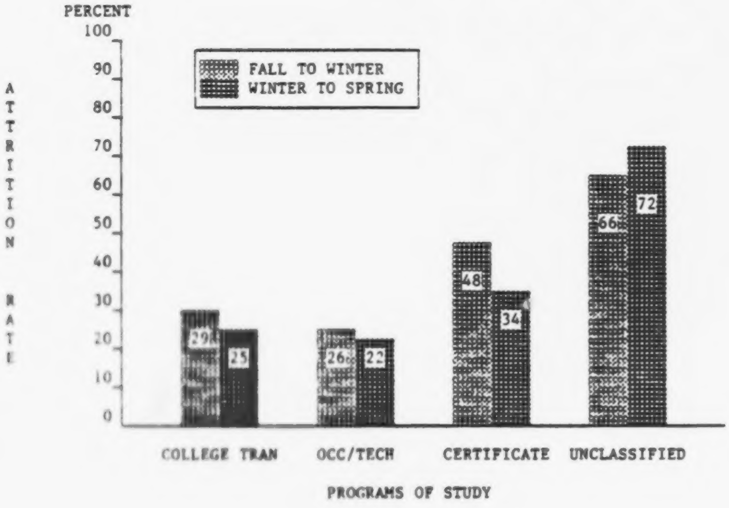
NOTE: Discrepancy in overall enrollment is based upon the fact that figures are taken from history rather than census tapes.

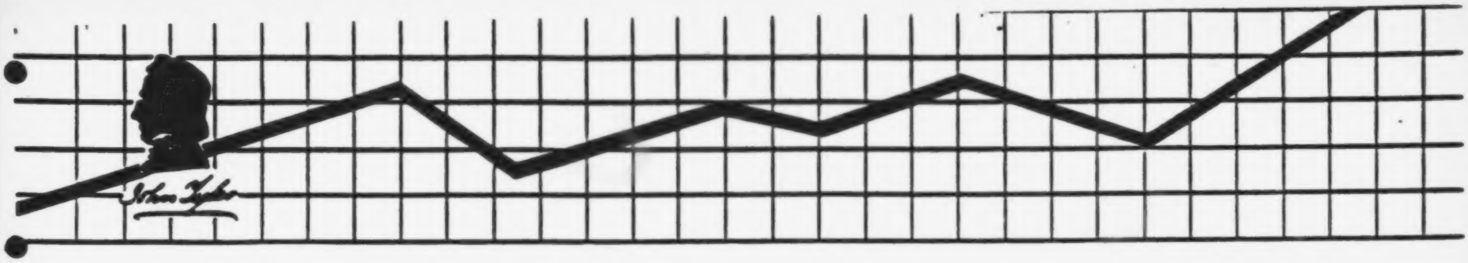
CHART 1
PROFILE OF
NON-RETURNING STUDENTS
1986-87*



*OF THE 2,426 STUDENTS WHO DID NOT RETURN FALL 86 TO WINTER 87 AND THE 2,286 WHO DID NOT RETURN WINTER 87 TO SPRING 87, SHOWN ABOVE IS THE PROPORTION IN EACH CATEGORY PRESENTED.

CHART 2
NON-RETURNING STUDENTS
BY CURRICULUM
1986-87





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Research Report 87-5 April 30, 1987

SPECIAL ISSUE

CURRICULUM ADVISORY COMMITTEES

Purpose

The purpose of Curriculum Advisory Committees is to advise College personnel about instructional programs in specific occupational-technical areas.

Responsibilities

- The Committee serves as a communication channel between the College and service area occupational groups.
- The Committee advises the College in the designing of courses and curricula by defining specific skill requirements, essential information and knowledge requirements related to the specific occupational area..
- The Committee recommends competent personnel from business and industry to serve as potential instructors.
- The Committee recommends changes as necessary to keep curricula vital and relevant.
- The Committee assists in acquiring on-the-job training and in placing qualified graduates in appropriate jobs.
- The Committee advises the College about curricular entrance standards.
- The Committee keeps the College informed on changes in the labor market as well as about specific needs in the labor market.
- The Committee provides a means for the College to inform the community about curricula and suggests ways for improving public relations concerning curricula.

Membership

All members are appointed by the President of the College. The membership consists of experienced professional and para-professional people from the occupational area. Members are usually from the College's service area.

Historical Information

- ACCOUNTING

  The Associate in Applied Science degree was established in 1967. The Career Studies Certificate in ACCOUNTING has been recently added to the offerings.

- ARCHITECTURAL ENGINEERING TECHNOLOGY

  The Associate in Applied Science degree was established in 1967. The program is accredited by the Accreditation Board for Engineering and Technology.

- AUTOMOTIVE TECHNOLOGY

  The Associate in Applied Science degree and the Certificate program were established in 1975.

- BEVERAGE MARKETING

  The Associate in Applied Science degree was established in 1982.

- BUILDING CONSTRUCTION

  The Certificate program was established in 1980. The Career Studies Certificate in BUILDING CONSTRUCTION SUPERVISOR has been recently added to the offerings.

- CHILD CARE

  The Certificate program was offered in 1968-1969. It was re-established in 1974. The Career Studies Certificate in CHILD CARE MANAGEMENT has been recently added to the offerings.

- DATA PROCESSING

  The Certificate program was offered from 1967 until 1973. The Associate in Applied Science degree was established in 1968. The Career Studies Certificates in INSTRUCTIONAL COMPUTING SPECIALIST, MICROCOMPUTER APPLICATIONS FOR NON-DATA PROCESSING PERSONNEL, and MICROCOMPUTERS FOR DATA PROCESSING MANAGERS/PROFESSIONALS have been recently added to the offerings.

- ELECTRONICS ENGINEERING TECHNOLOGY

  The Associate in Applied Science degree was established in 1967. The program is accredited by the Accreditation Board for Engineering and Technology. The Career Studies Certificate in ELECTRONICS has been recently added to the offerings.

- FUNERAL SERVICE

  The Associate in Applied Science degree was established in 1969. The program is accredited by the American Board of Funeral Service Education and the State Board of Funeral Service.

- GENERAL ENGINEERING TECHNOLOGY

  The Associate in Applied Science degree was established in 1967; options included INDUSTRIAL, MECHANICAL, and CIVIL. An Associate in Science degree in PRE-ENGINEERING was offered from 1967 until 1979.

- HUMAN SERVICES

  The Associate in Applied Science degree was established in 1975.

- MACHINE SHOP

  The Certificate program was established in 1967.

- NURSING

  The Associate in Applied Science degree was established in 1967. The program is accredited by the National League of Nursing and the Virginia State Board of Nursing.

- OFFICE SYSTEMS TECHNOLOGY

  The Associate in Applied Science degree (SECRETARIAL SCIENCE) was established in 1967; options of concentration have included GENERAL SECRETARY, LEGAL SECRETARY, MEDICAL SECRETARY, and TECHNICAL SECRETARY. The Career Studies Certificate in LEGAL SECRETARY, RECEPTIONIST, and WORD PROCESSING have been recently added to the offerings.

- POLICE SCIENCE

  The Associate in Applied Science degree was established in 1969.

- TEACHER AIDE

  The Certificate program was established in 1972.

- WELDING

  The Certificate program was established in 1967.

- Recently established Career Studies Certificate programs include AUTOMOTIVE DEALERSHIP MANAGEMENT, NATIONAL INSTITUTE OF GOVERNMENT PURCHASING, and NUCLEAR FOUNDATIONS.

- The JTCC Watkins Annex in Midlothian established a marketing advisory committee in 1986.

Enrollment Trends

JOHN TYLER COMMUNITY COLLEGE
STUDENT ENROLLMENT BY CURRICULUM
FALL 1980-86

CURRICULUM	1980	1981	1982	1983	1984	1985	1986
College Transfer							
213 Business Administration	50	43	122	127	153	135	124
625 Education	15	8	23	33	26	22	32
699 General Studies	17	37	64	72	59	65	136*
648 Liberal Arts	10	20	30	22	30	21	26
880 Science	9	12	26	38	33	23	24
TOTAL	101	120	265	292	301	266	342
Occupational/Technical							
203 Accounting	46	64	83	90	76	76	81
901 Architecture	23	25	50	48	41	32	32
909 Automotive	46	51	88	73	53	52	45
236 Beverage Marketing	---	---	6[A]	15	16	22	24
915 Civil Engineering	14	8	8	4[D]	--	--	--
209 Data Processing	189	276	413	470	374	222	170
941 Electronics Tech.	47	69[C]	--	--	--	--	--
981 Electronics	--	--	167	191	176	142	115
155 Funeral Services	42	43	59	67	70	61	32
968 General Engineering	24	41	75	78	71	77	56
235 HRI Management	2	8	12	1[D]	--	--	--
480 Human Services	35	46	38	74	73	105	88
963 Industrial Engineering	11	7	7	3[B]	--	--	--
938 Instrumentation	--	--	--	--	8[A]	29	41
212 Management	168	162	184	202	214	235	189
956 Mechanical Eng.	4	5	1[B]	--	--	--	--
154 Mental Health	45	32	32	29	14[E]	--	--
156 Nursing	131	157	348	394	349	220	118
464 Police Science	33	48	72	73	62	64	66
276 Secretarial Science	47	43	77	66	69	65	68
TOTAL	907	1085	1720	1878	1666	1402	1125
Certificate							
903 Air Conditioning Ref.	1[D]	--	--	--	--	1	--
910 Auto Diagnosis	4	9	14	14	8	6	4
989 Building Construction	8	6	4	6	5	3	4
221 Career Studies	--	--	--	--	2[A]	53	48
634 Child Care Aide	17	45	36	76	55	48	51
218 Clerical Studies	14	20	28	33	29	35	22
278 Educational Secretary	--	--	--	--	--	--	6
241 Food Service Mgnt.	6	6	5	2[D]	--	--	-
959 Machine Shop	15	15	17	15	17	16	5
629 Teacher Aide	4	11	4	6	7	6	8
995 Welding	12	10	16	17	8	9	10
TOTAL	81	122	124	169	131	177	158
GRAND TOTAL	1089	1327	2109	2339	2098	1845	1625

A New Curriculum
B Curriculum incorporated into 968 - General Engineering
C Curriculum changed to 981 - Electronics
D Curriculum discontinued
E Curriculum incorporated into 480 - Human Services

Source: Fall Student Enrollment Booklets
Note: The increase is the result of curriculum coding changes. Pre-Nursing students are now coded in General Studies.

Know the facts
Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 87-5 May 29, 1987

SPACE UTILIZATION

The latest utilization of permanent space study was conducted in the Fall 1986 by the Virginia Community College Systems Office and the State Council of Higher Education in Virginia in conjunction with each of the state supported community colleges. The data provides a comparison of actual space utilization at the 23 community colleges and SCHEV standard utilization levels for classroom and laboratory space.

The following provides comparisons of JTCC's average weekly station use hours (WSUH) and expected average use levels based on SCHEV standards. Comparisons are made for both day (7 a.m. - 6 p.m.), and extended day or evening (after 6 p.m.) time periods, and for each type of instructional space (classroom, regular labs, and heavy labs). Regular labs are those associated with the traditional arts and biology (e.g. biology and chemistry), and heavy labs are those used by engineering and vocational technical labs.

The SCHEV standard used to compare JTCC's space utilization is the standard established for colleges with 1,000 to 2,499 FTES. For example, one SCHEV standard expects a regular classroom to be used for 32 hours per week between 7 a.m. and 6 p.m. It also states that 63% of the stations will be occupied when the room is used. Therefore, each station should be used 20.15 hours per week or 32 x .63 = 20.15 WSUH (Weekly Station Use Hours).

TABLE 1
SPACE UTILIZATION*
Fall 1986 (Mid-Quarter)

	WEEKLY STATION USE HOURS			
	JTCC (average)	VCCS (average)	SCHEV (standard)	JTCC RANK IN VCCS
DAY CLASSES				
Classroom Use	8.10	15.05	20.15	22
Regular Lab Use	8.81	17.96	16.50	20
Heavy Lab Use	10.09	15.52	16.50	11
EVENING CLASSES				
Classroom Use	13.59	20.15	26.65	20
Regular Lab Use	13.52	20.85	20.25	18
Heavy Lab Use	20.64	20.02	20.25	4

*Excluding off-campus facilities

Table 1 provides a summary of day and evening classroom and class laboratory utilization for JTCC, 1,000 to 2,499 FTES colleges in the VCCS, and the standards set by SCHEV. A cursory review reveals that John Tyler ranks very high in its heavy laboratory usage, especially for evening classes. However, classroom usage and regular lab usage, day and evening, are ranked at alarmingly low levels.

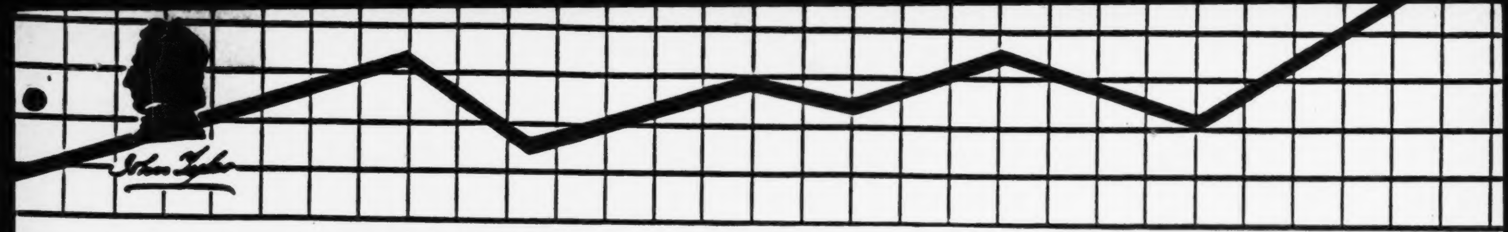
TABLE 2
JOHN TYLER COMMUNITY COLLEGE
SPACE UTILIZATION*
FALL 1982, 84, & 86

	1982	1984	1986
DAY CLASSES			
Classroom Use			
Percent Utilization	68%	48%	40%
Rank in the VCCS	18	19	22
Regular Lab			
Percent Utilization	71%	73%	53%
Rank in the VCCS	19	17	20
Heavy Lab			
Percent Utilization	89%	71%	61%
Rank in the VCCS	11	11	11
EVENING CLASSES			
Classroom Use			
Percent Utilization	77%	57%	51%
Rank in the VCCS	16	19	20
Regular Lab			
Percent Utilization	87%	83%	67%
Rank in the VCCS	18	17	18
Heavy Lab			
Percent Utilization	113%	107%	102%
Rank in the VCCS	9	10	3

*Excluding off-campus facilities

Table 2 displays John Tyler's percentage of space utilization and its rank within the VCCS for the 1982, 1984, and 1986 Fall Quarters. In 1982, JTCC achieved over 70 percent of SCHEV guidelines in classroom usage (an average percentage of day and evening usage), almost 80 percent in regular lab usage, and 101 percent in heavy lab usage. By 1986, the percentage of usage had decreased to 45 percent for classroom usage, 60 percent for regular labs and 81 percent for heavy lab usage. With this decrease in percentages, JTCC's ranking within the VCCS dropped in classroom usage, day and evening, and in day, regular lab utilization. Evening, regular lab and day, heavy lab rankings have remained relatively constant. Evening, heavy lab rankings experienced the only increase in rank, from ninth in 1982 to third in 1986.

The source of these statistics is tied not only to class scheduling but also enrollments. Because these data are especially significant in order to justify capital outlay projects, it is recommended that the college continue to examine critically its inputs to the space study. Both academic and support personnel should be encouraged to review key data elements and their potential effect on space usage.



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Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 87-6 June 30, 1987

JTCC GRADUATES BY DEGREE AND PROGRAM
A FIVE-YEAR TREND

The number of degrees and certificates conferred by John Tyler Community College has increased by almost 30 percent over the past five years, from 253 awards in 1982-83 to 328 awards in 1986-87 (see Table 2). Although these awards include duplicates, the number of graduates has also increased by 20 percent, from 247 to 297 during the same period (see Table 1 below).

TABLE 1
GRADUATES BY NUMBER OF AWARDS
1982-83 to 1986-87

No. Awards	1982-83	1983-84	1984-85	1985-86	1986-87*	% Change 1982-97
ONE						
No.	241	228	201	231	268	11.2
Pct.	97.6	95.4	97.1	92.4	90.2	
TWO or MORE						
No.	6	11	6	19	29**	383.3
Pct.	2.4	4.6	2.9	7.6	9.8	
TOTAL						
No.	247	239	207	250	297	20.2
Pct.	100.0	100.0	100.0	100.0	100.0	

*Preliminary Data
**One graduate received three awards

Source: VCCS Graduation Awards Conferred Booklets
JTCC Admissions and Records Office

Table 2 shows "Graduate Awards by Curriculum" for the past five years. College Transfer (A.A. & S.) awards have decreased by 30 percent, while Occupational/Technical (A.A.S.) awards have dropped by 6.7 percent. Overall Certificate awards have soared upward by 235 percent over the past five years. This dramatic increase is due to the development of the Career Studies Curriculums. Forty-five awards were given in 1985-86 to the first Career Studies graduates. This number increased to 102 awards in 1986-87, a 127 percent increase (see Table 3).

TABLE 2

GRADUATE AWARDS BY CURRICULUM
(Includes duplicate awards)

AWARD/ CURRICULUM	1982-83	1983-84	1984-85	1985-86	1986-87*	% Change 1982-87
A.A.&S.						
Business Administration	5	8	3	4	9	80.0
Education	2	2	1	1	4	100.0
General Studies	7	5	3	8	1	(85.7)
Liberal Arts	4	2	2	1	0	(100.0)
Science	2	1	1	3	0	(100.0)
Sub Total	20	18	10	17	14	(30.0)
A.A.S						
Accounting	7	12	4	6	6	(14.3)
Architecture	5	5	3	2	6	20.0
Automotive	5	6	7	1	6	20.0
Beverage Marketing	--	--	2	4	3	**
Civil Engineering	1	--	--	--	--	**
Data Processing	30	30	19	15	10	(66.7)
Electronics	14	15	19	21	12	(14.3)
Funeral Services	17	15	15	33	21	23.6
General Engineering	8	7	10	10	7	(12.5)
HRI Management	3	2	1	--	--	**
Human Services	5	13	14	14	23	360.00***
Industrial Engineering	1	2	--	--	--	**
Instrumentation	--	3	7	1	17	**
Management	26	26	22	24	22	(15.4)
Mechanical Engineering	--	3	--	--	--	**
Mental Health	6	6	1	--	1	(83.3)
Nursing	46	34	42	34	35	(23.9)
Office Systems	9	7	3	5	4	(55.6)
Police Science	10	14	8	11	7	(30.0)
Sub Total	193	200	177	181	180	(6.7)
CERTIFICATE						
Air Conditioning & Ref.	--	--	1	--	--	**
Building Construction	2	1	--	--	--	**
Career Studies	--	--	--	45	102	**
Child Care Aide	14	9	12	11	13	(7.1)
Clerical Studies	7	6	1	5	2	(71.4)
Food Service Management	1	--	--	--	--	**
Machine Shop	8	3	3	1	4	(50.0)
Teacher Aide	5	4	4	6	9	80.0
Welding	3	9	5	3	4	33.3
Sub Total	40	32	26	71	134	235.0
TOTAL	253	250	213	269	328	29.6

*Preliminary Data

**Data missing for one or more years

***Substantial increase in Human Services graduates is probably due to its merger with the Mental Health program.

Source: VCCS Graduation Awards Conferred Booklets
JTCC Admissions and Records Office

TABLE 3
CAREER STUDIES CERTIFICATES

CURRICULUM	1985-86	1986-87	
Accounting	0	2	
Air Conditioning	0	1	
Automobile Dealership Management	0	4	
Child Care Management	0	1	
Clerical	1	2	
Instructional Computer Spec.	0	1	
Interior Decorating	2	3	
Nuclear Control Room	10	8	
Nuclear Foundations	24	49	
Nuclear Health Physics	0	22	
Photography	1	0	
Small Business Management	0	1	
Supervision	0	1	
Surveying	1	5	
Word Processing	6	2	
TOTAL	45	102	126.7% Increase

Graduates by race and sex are displayed in Table 4. Both white male and female graduates are up, by 48 percent and 12 percent, respectively. However, black male graduates are down by 6 percent and black females have stabilized over the past five years. Both male and female other race graduates are down.

TABLE 4
NUMBER OF GRADUATES
BY RACE & SEX

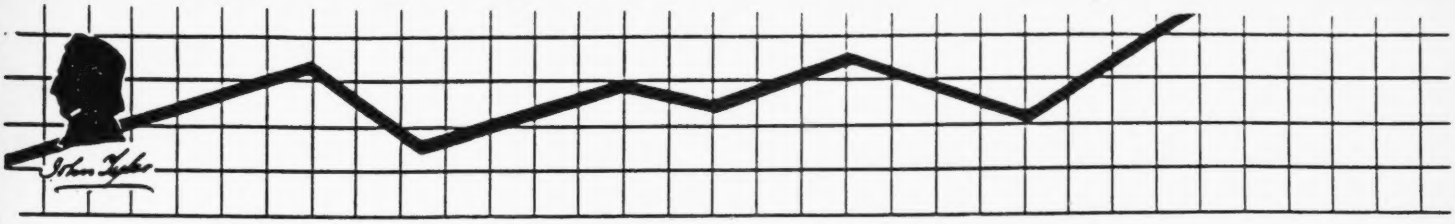
RACE & SEX	1982-83	1983-84	1984-85	1985-86	1986-87*	% Change 1982-87
WHITE						
Male	87	89	70	96	129	48.3
Female	98	100	91	106	110	12.2
Sub Total	185	189	161	202	239	29.2
BLACK						
Male	18	18	16	20	17	(5.6)
Female	40	28	26	23	40	NC
Sub Total	58	46	42	73	57	(1.7)
OTHER RACE						
Male	2	2	4	1	1	(50.0)
Female	2	2	0	4	0	(100.0)
Sub Total	4	4	4	5	1	(75.0)
TOTAL	247	239	207	250	297	20.2

*Preliminary data

These data have a number of implications for the College, foremost of which is the need to monitor the rapid increase in career studies graduates. Admittedly, the career studies certificates provide a great deal of flexibility to students who desire short-term training; however, these data would seem to warrant further investigation in order to ensure that career studies graduates are satisfied with the training they have received and are employable upon leaving the College.

Another area that should be carefully monitored is that of graduates by race. This is especially true of black males as well as "other race" male and female graduates. Although this decline in graduates appears to mirror overall enrollment patterns, it is an item that bears further scrutiny.

* * * * * *



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Research Report 87-7 July 27, 1987

A COMPARISON OF VCCS AND JTCC
ANNUAL UNDUPLICATED STUDENT HEADCOUNT
1985-86 AND 1986-87

During 1986-87, the Virginia Community College System and John Tyler Community College reached historical levels in annual unduplicated student headcount enrollment. The VCCS enrollment, for the first time, surpassed 200,000 students. Specifically, enrollment increased from 194,378 in 1985-86 to 215,701 in 1986-87, an 11.0 percent increase. See Table 1.

John Tyler Community College's annual unduplicated headcount, during the year of its 20th Anniversary, exceeded 8,000 students for the first time, and was just 23 students short of reaching 9,000. Annual unduplicated headcount enrollment increased by 1,308 students or 17.0 percent from 7,669 in 1985-86 to 8,977 in 1986-87.

TABLE 1
VIRGINIA COMMUNITY COLLEGE SYSTEM
ANNUAL UNDUPLICATED CREDIT STUDENT HEADCOUNT
1986-87

	1986-87	1985-86	Number Increase	Percent Increase
Blue Ridge	4,337	4,122	215	5
Central Virginia	6,149	6,224	(75)	(1)
Dabney S. Lancaster	2,384	2,384	0	0
Danville	3,379	3,087	292	9
Eastern Shore	800	842	(42)	(5)
Germanna	3,445	3,034	411	14
J. Sargeant Reynolds	21,246	19,486	1,760	9
JOHN TYLER	8,977	7,669	1,308	17
Lord Fairfax	3,527	3,179	348	11
Mountain Empire	7,233	6,139	1,094	18
New River	5,820	5,103	717	14
Northern Virginia	59,300	55,331	3,969	7
Patrick Henry	3,058	2,967	91	3
Paul D. Camp	2,309	2,004	305	15
Piedmont Virginia	7,250	7,803	2,819	12
Rappahannock	2,643	2,049	594	29
Southside Virginia	3,987	3,478	509	15
Southwest Virginia	11,370	10,543	827	8
Thomas Nelson	10,609	9,497	1,112	12
Tidewater	26,207	23,388	2,819	12
Virginia Highlands	3,378	2,951	427	14
Virginia Western	14,168	10,647	3,521	33
Wytheville	4,125	3,451	674	20
TOTAL-VCCS	215,701	194,378	21,323	11

Source: Table 1A, Annual Unduplicated Student Enrollment Booklet

JTCC still ranks 7th among the 23 colleges in the VCCS, behind first ranked Northern Virginia, Tidewater, J. Sargeant Reynolds, Virginia Western, Southwest Virginia and Thomas Nelson. The greatest percentage increase in student headcount enrollment between 1985-86 and 1986-87 occurred at Virginia Western (up by 33 percent), followed by Rappahannock (up by 29 percent), Wytheville (20 percent), Mountain Empire (18 percent) and John Tyler (17 percent).

Table 2 indicates that John Tyler Community College has experienced some distinct fluctuations in annual unduplicated headcount enrollment as well as full-time equivalent students (FTES). It is intersting to note that fall quarter headcount seems to be accounting for a smaller proportion of the annual enrollment (see last column in Table 2).

TABLE 2
JOHN TYLER COMMUNITY COLLEGE
ANNUAL UNDUPLICATED STUDENT
HEADCOUNT AND FTES HISTORY
1967-68 to 1986-87

YEAR	HEADCOUNT	PERCENT CHANGE	FTES	PERCENT CHANGE	PERCENT FALL HDCT/ ANNUAL HDCT
1967-68	1,583	----	820	----	76
1968-69	2,125	34.2	1,194	45.6	56
1969-70	2,424	14.1	1,203	0.7	77
1970-71	2,729	12.6	1,379	14.6	68
1971-72	2,945	7.9	1,463	6.1	68
1972-73	2,987	1.4	1,330	(9.1)	63
1973-74	3,312	10.9	1,242	(6.6)	61
1974-75	3,823	15.4	1,415	13.9	59
1975-76	4,552	19.1	1,817	28.4	67
1976-77	4,650	2.1	1,834	0.9	65
1977-78	5,387	15.8	1,863	1.6	61
1978-79	5,920	9.9	1,832	(1.7)	63
1979-80	5,849	(1.2)	1,773	(3.2)	57
1980-81	7,417	26.8	2,182	23.1	58
1981-82	7,083	(4.5)	2,235	2.4	62
1982-83	6,720	(5.0)	2,092	2.4	60
1983-84	7,246	7.7	2,074	(0.9)	60
1984-85	7,242	(.05)	1,853	(10.7)	54
1985-86	7,669	5.9	1,797	(3.0)	56
1986-87	8,977	17.0	1,893	5.3	51

( ) denotes decrease
HDCT Headcount

Source: Annual Unduplicated Student Enrollment Booklets
Student Enrollment Data Summary

Know the facts
Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 87-8 August 31, 1987

GRADUATE AWARDS CONFERRED BY THE VIRGINIA COMMUNITY COLLEGES:

A Five Year Comparison (1982-83 and 1986-87)

Although student enrollment was up significantly throughout the Virginia Community College System (VCCS) in 1986-87, so far this increase has not translated into additional degrees awarded. Table 1 gives a comparison of all graduate awards conferred in 1986-87 compared to five years ago (1982-83). Overall, degrees conferred decreased throughout the VCCS by 1,262 (or 12 percent). On the contrary, degrees conferred at John Tyler Community College increased by 74 (or 29 percent) during this same period.

Interestingly, all three awards (college transfer, occupational/technical, and certificate) were down for the system compared to five years ago. The greatest decrease was in certificate awards which were down by 18 percent, followed by occupational/technical degrees, down by 11 percent, and college transfer degrees, down by 3 percent. (See Tables 2, 3, and 4.)

In 1986-87, about 22 percent of all degrees conferred system-wide were in a college transfer curriculum compared to 20 percent five years ago (See Table 2). At JTCC, college transfer awards were down from 8 percent of all degrees in 1982-83 to only 4 percent this year. John Tyler has the smallest percentage of college transfer awards in the VCCS.

The average percentage of occupational/technical awards in the VCCS was about 47 percent compared to 55 percent at JTCC (Table 3). In 1982-83, 76 percent of all awards conferred at John Tyler were in an occupational/technical curriculum. Historically, the majority of the degrees conferred by the College have been in this area.

The percentage of certificates conferred in the VCCS has averaged about 30 percent of all degrees awarded (Table 4). Five years ago, only 16 percent of JTCC's awards were certificates; this percentage rose to 41 percent of all degrees in 1986-87. The fact that JTCC is on the upper end of the continuum in this category can be attributed to the influx of career studies certificates in recent years.

Although this data may not suggest the need for immediate action by College staff, it does point to the need to carefully monitor trends in this area. Questions for department and division heads might be: How have degrees conferred in my department/division changed in the past five years? (See Research Report 87-6 dated June 30, 1987.) What impact has changes in degrees had on course offerings for this same period? How have changes in student demand in my department/division affected both the nature of course offerings and degrees? Answers to these questions will assist the College not only in evaluating its curricula, but also in planning for future program and course offerings.

TABLE 1
VIRGINIA COMMUNITY COLLEGE SYSTEM
GRADUATE AWARDS CONFERRED
1982-83 and 1986-87

	1986-87 N	1982-83 N	Numerical Change	% Change
Blue Ridge	216	239	(23)	(10)
Central Virginia	339	488	(149)	(30)
Dabney S. Lancaster	152	165	(13)	(8)
Danville	275	412	(137)	(33)
Eastern Shore	81	41	40	98
Germanna	130	142	(12)	(8)
J. Sargeant Reynolds	626	618	8	1
JOHN TYLER	327	253	74	29
Lord Fairfax	289	311	(22)	(1)
Mountain Empire	287	204	83	41
New River	454	408	46	11
Northern Virginia	1,662	2,057	(395)	(19)
Patrick Henry	168	184	(16)	(9)
Paul D. Camp	125	130	(5)	(4)
Piedmont Virginia	238	236	2	*
Rappahannock	139	104	35	34
Southside Virginia	183	176	7	4
Southwest Virginia	426	354	72	20
Thomas Nelson	576	678	(102)	(15)
Tidewater	1,331	1,866	(535)	(29)
Virginia Highlands	310	323	(13)	(4)
Virginia Western	367	518	(151)	(29)
Wytheville	271	327	(56)	(17)
VCCS	8,972	10,234	(1,262)	(12)

* Less than 1 percent

TABLE 2
VIRGINIA COMMUNITY COLLEGE SYSTEM
COLLEGE TRANSFER DEGREES CONFERRED
1982-83 and 1986-87

	1986-87		1982-83			
	N	% Total Awards	N	% Total Awards	Numerical Change	% Change
Blue Ridge	26	12	37	15	(11)	(29.7)
Central Virginia	78	23	97	20	(19)	(19.6)
Dabney S. Lancaster	21	14	22	13	(1)	(4.5)
Danville	35	13	43	11	(8)	(18.6)
Eastern Shore	18	22	13	32	5	38.5
Germanna	40	31	51	36	(11)	(21.6)
J. Sargeant Reynolds	81	13	69	12	12	17.4
JOHN TYLER	14	4	20	8	(6)	(30.0)
Lord Fairfax	57	20	70	23	(13)	(18.6)
Mountain Empire	15	5	18	9	(3)	(16.7)
New River	21	5	47	12	(26)	(55.3)
Northern Virginia	678	41	714	35	(36)	(5.0)
Patrick Henry	55	33	47	26	8	17.0
Paul D. Camp	35	28	34	26	1	2.9
Piedmont Virginia	81	34	85	36	(4)	(4.7)
Rappahannock	12	9	13	13	(1)	(7.7)
Southside Virginia	20	11	24	14	(4)	(16.7)
Southwest Virginia	126	30	80	23	46	57.5
Thomas Nelson	116	20	88	13	28	31.8
Tidewater	303	23	310	16	(7)	(2.3)
Virginia Highlands	42	14	51	16	(9)	(17.6)
Virginia Western	86	23	97	19	(11)	(11.3)
Wytheville	49	18	44	14	5	11.4
VCCS	2,009	22	2,074	20	(65)	(3.1)

TABLE 3
VIRGINIA COMMUNITY COLLEGE SYSTEM
OCCUPATIONAL/TECHNICAL DEGREES CONFERRED
1982-83 and 1986-87

	1986-87		1982-83			
	N	% Total Awards	N	% Total Awards	Numerical Change	% Change
Blue Ridge	108	50	112	47	(4)	(3.6)
Central Virginia	136	40	161	33	(25)	(15.5)
Dabney S. Lancaster	92	61	93	56	(1)	(1.1)
Danville	76	28	90	22	(14)	(15.5)
Eastern Shore	17	21	18	44	(1)	(5.6)
Germanna	86	66	86	61	NC	-
J. Sargeant Reynolds	349	56	363	59	(14)	(3.9)
JOHN TYLER	180	55	193	76	(13)	(6.7)
Lord Fairfax	73	25	93	30	(20)	(21.5)
Mountain Empire	128	45	117	57	11	9.4
New River	242	53	197	48	45	22.8
Northern Virginia	873	53	1,161	56	(288)	(24.8)
Patrick Henry	74	44	62	34	12	19.4
Paul D. Camp	28	22	18	14	10	55.6
Piedmont Virginia	105	44	117	50	(12)	(10.3)
Rappahannock	52	37	67	64	(15)	(22.4)
Southside Virginia	73	40	69	39	4	5.8
Southwest Virginia	202	47	176	50	26	14.8
Thomas Nelson	314	55	356	53	(42)	(11.8)
Tidewater	535	40	584	31	(49)	(8.4)
Virginia Highlands	135	44	128	40	7	5.5
Virginia Western	192	52	345	67	(153)	(44.3)
Wytheville	181	67	188	57	(7)	(3.7)
VCCS	4,251	47	4,794	47	(543)	(11.3)

TABLE 4
VIRGINIA COMMUNITY COLLEGE SYSTEM
CERTIFICATES CONFERRED
1982-83 and 1986-87

	1986-87		1982-83			
	N	% Total Awards	N	% Total Awards	Numerical Change	% Change
Blue Ridge	73	34	79	33	(6)	(7.6)
Central Virginia	113	33	216	44	(103)	(47.7)
Dabney S. Lancaster	39	26	50	30	(11)	(22.2)
Danville	77	28	141	34	(64)	(45.4)
Eastern Shore	46	57	8	20	38	47.5
Germanna	4	3	5	4	(1)	(20.0)
J. Sargeant Reynolds	186	30	184	30	2	1.1
JOHN TYLER	133	41	40	16	93	232.5
Lord Fairfax	159	55	146	47	13	8.9
Mountain Empire	144	50	69	34	75	108.7
New River	188	41	159	39	29	18.2
Northern Virginia	111	7	182	9	(11)	(39.0)
Patrick Henry	34	20	61	33	(27)	(44.3)
Paul D. Camp	62	50	72	55	(10)	(13.9)
Piedmont Virginia	52	22	29	12	23	79.3
Rappahannock	75	54	24	23	51	212.5
Southside Virginia	84	46	71	40	13	18.3
Southwest Virginia	98	23	98	28	NC	-
Thomas Nelson	137	24	213	31	(76)	(35.7)
Tidewater	493	37	962	52	(469)	(48.8)
Virginia Highlands	108	35	118	37	(10)	(8.5)
Virginia Western	78	21	66	13	12	18.2
Wytheville	37	14	93	28	(56)	(60.2)
VCCS	2,531	28	3,086	30	(555)	(18.0)

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Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 87-9 September 22, 1987

JOHN TYLER COMMUNITY COLLEGE
1986-87 FACTS AND FIGURES

Highlights

. John Tyler Community College's annual unduplicated headcount exceeded 8,000 students for the first time in its history, specifically 8,977. This was a 17 percent increase over last year.

. The number of full-time equivalent students (FTES) served in 1986-87 was 1,893, a 5 percent increase over the previous year.

. JTCC ranks 7th in annual unduplicated headcount among the 23 colleges in VCCS.

. The number of degrees and certificates awarded in 1986-87 rose 22 percent compared to the previous year. This increase can be attributed primarily to growing interest in the Career Studies Certificates.

. A total of 3,831 students enrolled in Continuing Education classes; 22,762 participated in community service activities.

. JTCC's budget rose by 10 percent in two years, from $7.9 million in FY85 to $8.7 million in FY86. This includes all funds administered by the College including tuition and fees, state appropriations, public and private gifts, and grants and contracts.

ANNUAL UNDUPLICATED
STUDENT HEADCOUNT ENROLLMENT
1986-87

SEX	N	%	RACE	N	%
Male	3,704	41.3	White	6,777	75.5
Female	5,273	58.7	Black	1,847	20.6
Total	8,977	100.0	Other	353	3.9

FT/PT	N	%	DAY/EVENING	N	%
Full-Time	938	10.4	Day	5,940	66.2
Part-time	8,039	89.6	Evening	3,037	33.8

AGE	N	%	AGE CONT'D	N	%
Under 18	171	1.9	35-44	2,189	24.4
18-21	1,127	12.6	45-59	1,172	13.1
22-24	860	9.6	60+	532	5.9
24-34	2,193	32.4	Unknown	12	0.1

PROGRAM STUDENTS PURSUED	N	%
College Transfer	519	5.8
Occupational/Technical	2,048	22.8
Unclassified	6,353	70.8
Developmental	57	0.6
Total	8,977	100.0

STUDENTS' RESIDENCE	N	%
Amelia	71	0.8
Charles City	23	0.3
Chesterfield	3,289	36.6
Dinwiddie	374	4.2
Prince George	406	4.5
Surry	86	1.0
Sussex	97	1.1
Colonial Heights	700	7.8
Hopewell	669	7.5
Petersburg	989	11.0
Richmond	1,234	13.7
In-District Total	7,938	88.4
Out of District/State	1,039	11.6
Total	8,977	100.0

FACULTY AND STAFF 1986-87

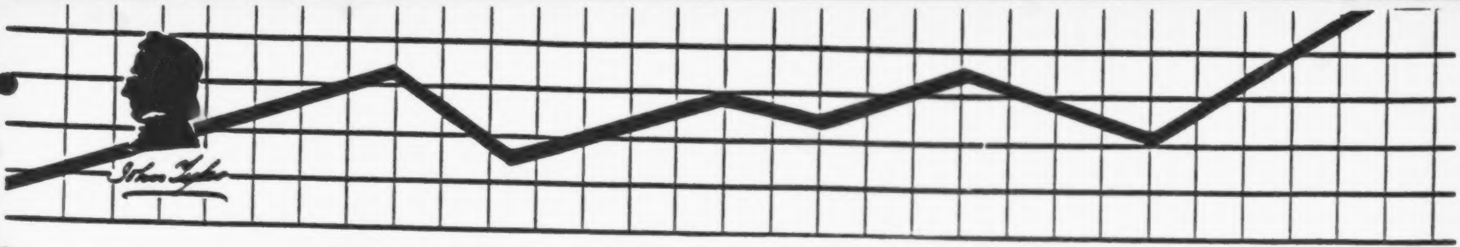
Number of Faculty		Number of Support Staff	
Administrative Faculty	19	Classified Employees	61
Full-time Instructional Faculty	64	Part-time Employees	13
Adjunct Faculty	148		
Total	231	Total	74
All Faculty and Staff			305

HIGHEST ENROLLED CURRICULUMS FOR FULL-TIME
STUDENTS BY DEGREE/CERTIFICATE

A.A./A.S.	A.A.S.	Certificate
General Studies	Nursing	Career Studies
Business Administration	Management	Child Care

HIGHEST ENROLLED CURRICULUMS FOR PART-TIME
STUDENTS BY DEGREE/CERTIFICATE

A.A./A.S.	A.A.S.	Certificate
Business Administration	Management	Career Studies
General Studies	Data Processing	Child Care



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Research Report 87-10 October 22, 1987

A FIVE-YEAR COMPARISON OF STUDENT CREDIT HOURS BY COURSE PREFIX FALL QUARTER 1982 - 86

Generally, when questions are raised concerning student enrollment patterns, comparisons are made of curriculum headcount or full-time equivalent students (FTES). However, a more valid description of enrollment trends can be found by reviewing student credit hours (see table on reverse side). Although there has been an increase in unduplicated student headcount over the past five years (up by 13.3 percent), student credit hours have decreased by 8.9 percent. This substantiates the fact that although the College is serving more headcount students, these students are taking fewer credits on the average.

A review of student credit hours by course prefix for the past five years reveals that the greatest numerical increases were observed in the following areas: Marketing which includes Real Estate (up by 530 credits), Chemistry and Physics (up by 362 and 208 credits, respectively), Human Services (up by 228 credits), Health (up by 124 credits), and Engineering Technology (up by 106 credits).

The greatest numerical decreases in student credits over the past five years included: Mathematics (down by 1,259 credits), English (down by 930 credits), Business Administration and Management (down by 930 credits), Data Processing (down by 475 credits), Biology (down by 424 credits), Nursing (down by 384 credits), History (down by 327 credit), Administration of Justice or Police Science (down by 300 credits), German (down by 285 credits), Psychology (down by 278 credits), Automotive Technology (down by 211 credits), Economics and Government (down by 192 and 190 credits, respectively), and French and Electronics (down by 108 and 105 credits, respectively).

The following course prefixes had the largest percentage increases in student credit hours when comparing Fall 1982 to Fall 1986: Marketing (up by 375.9 percent), Health (up by 129.2 percent), Decorating (up by 123.1 percent), Arts (up by 99.0 percent), Chemistry (up by 97.3 percent), Physics (up by 83.9 percent), Human Services (up by 51.8 percent), and Engineering Technology (up by 39.6 percent).

The largest percentage decreases over the past five years occurred in the following subject areas: Government (down by 66.9 percent), French (down by 64.7 percent), German (down by 64.2 percent), Administration of Justice (down by 53.5 percent), Biology (down by 49.3 percent), Orientation (down by 48.5 percent), and Economics (down by 31.8 percent).

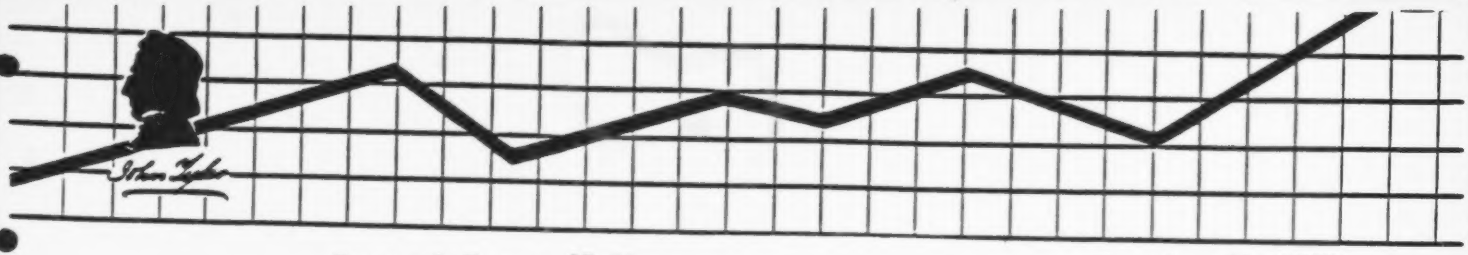
There can be many reasons for changes in student's course taking patterns. Some discrepancies are as simple as curriculum coding changes or program terminations or combinations. However, regardless of the rational, it is important for the College to periodically examine these data and their impact on other variables, such as the cost per credit hour of instruction.

JOHN TYLER COMMUNITY COLLEGE
STUDENT CREDIT HOURS BY COURSE PREFIX
FALL 1982 - 86

COURSE TITLE	1982	1983	1984	1985	1986	Numerical Change 1982-86	Pct.of Change 1982-86
Accounting	1,455	1,538	1,396	1,436	1,405	(50)	(3.4)
Adm. of Justice	561	522	321	306	261	(300)	(53.5)
Air Conditioning	180	150	156	383	162	(18)	(10.0)
Architectural Engr. Tech	187	174	169	161	176	(11)	(5.9)
Arts	294	186	336	372	585	291	99.0
Automotive Tech.	672	653	399	576	461	(211)	(31.4)
Biology	860	680	192	252	436	(424)	(49.3)
Building Construction				91	96	-	-
Bus. Admin. & Mgnt.	3,083	2,816	2,534	2,576	2,153	(930)	(30.2)
Chemistry	372	372	376	608	734	362	97.3
Computer Science				188	-	-	-
Craft					477	-	-
Data Processing	2,727	4,079	3,001	2,950	2,252	(475)	(17.4)
Decorating	39	84	111	99	87	48	123.1
Dietetics		3				-	-
Drafting	218	200	182	247	263	45	20.6
Economics	603	552	441	500	411	(192)	(31.8)
Education	380	419	324	375	431	51	13.4
Electricity/Electronics Tech.	935	988	727	906	830	(105)	(11.2)
Engineering Tech.	268	274	339	401	374	106	39.6
English	4,323	4,383	3,589	3,205	3,280	(1,043)	(24.1)
French	68	48	72	52	24	44	(64.7)
Funeral Service	426	508	527	554	318	(108)	(25.3)
General	588	594	459	358	303	(285)	(48.5)
German	296	76	68	64	106	(190)	(64.2)
Government	489	309	291	219	162	(327)	(66.9)
History	471	483	459	393	510	39	8.3
Health	96	233	175	145	220	124	129.2
Horticulture					144	-	-
Human Services	440	610	571	770	668	228	51.8
Hotel/Rest. Mgnt.	60					-	-
Humanities		42	15			-	-
Industrial Engr. Tech.	163	168	76	80	170	7	4.3
Instrumentation Engr. Tech.		97	56	77	144	-	-
Japanese					76	-	-
Mathematics	4,142	3,906	3,108	3,088	2,883	(1,259)	(30.4)
Mechanical Engr. Tech.	204	208	226	167	166	(38)	(18.6)
Mental Health		39		54	84	-	-
Marketing	141	336	435	633	671	530	375.9
Military Science		3	24	12	6	-	-
Music	48		84			-	-
Natural Science		264	376	384	304	-	-
Nuclear Technology				64	418	-	-
Nursing	1,108	1,026	1,077	826	724	(384)	(34.6)
Public Service					123	-	-
Physical Education	502	538	442	463	529	27	5.4
Philosophy			33		150	-	-
Photography	285	249	249	225	237	(48)	(16.8)
Physics	248	248	290	610	456	208	83.9
Psychology	1,581	1,626	1,389	1,383	1,303	(278)	(17.6)
Secretarial Science	952	898	672	832	1,032	80	8.4
Sociology	492	546	624	504	528	36	7.3
Spanish	128	144	120	107	141	13	10.1
Speech & Drama	297	252	264	162	228	(69)	(23.2)
Welding	147	126	120	117	105	(42)	(28.6)
Word Processing		220	222	315	-	-	-
TOTAL	30,529	31,870	27,117	28,235	27,807	(2,722)	(8.9)

( ) Denotes Decrease

Source: Fall Student Enrollment Booklets



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Research Report 87-11 November 24, 1987

PRELIMINARY STUDENT CURRICULA ENROLLMENT COMPARISONS
John Tyler Community College
Fall Quarter 1986 & 1987

For the first time in the history of John Tyler Community College, student headcount enrollment exceeded 5,000 students -- 5,124 as of November 20, 1987 (see figures below). Full-time equivalent students (FTES) reached 1,933 for this same period. To what does the College attribute this increase? It seems that there are a number of factors at work, chief of which is a decrease for the past two consecutive years in the per credit hour tuition rate for all Virginia state-supported community colleges. In addition, JTCC's largest growing sub-population continues to be students who are enrolled in part-time, special session or contractual courses. Many of these persons are either developing new skills, upgrading their job skills, or taking one or more courses for personal satisfaction.

A preliminary comparison of student enrollment by curriculum for Fall Quarter 1986 and 1987 is shown in the table on the reverse page. It is interesting to note that only one of the college transfer curriculums showed a decrease, which can be attributed in part to curriculum coding changes. Overall, student headcount in the college transfer curricula is up by 8.8 percent while FTES are up by 8.9 percent. The largest percent of change is in the Business Administration curriculum, up by 45 percent in student headcount.

While 6 of the 14 occupational-technical programs are down compared to last fall, overall student enrollment in these curricula is up by 9.7 percent in headcount and 8.2 percent in FTES. The largest percentage of change in these curricula is in Nursing, up by 81.4 percent in student headcount. A portion of this increase can be attributed to changes in student curricula codes.

Similarly in the Certificate programs, student enrollment in 5 of the 9 curricula is either down or stable. However, overall they are up 47.5 percent in headcount, and 10.1 percent in FTES. The fastest growing certificate program is Career Studies where headcount enrollment almost tripled compared to last fall. At the present time, there are 24 different program options leading to the Career Studies certificate.

Collegewide, curriculum headcount enrollment totaled 1,839 students, up 13.2 percent when compared to the 1,625 students last fall. Full-time equivalent students are up by 8.6 percent, from 992 in Fall 1986 to 1,077.5 for Fall 1987.

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	Fall 1986	Fall 1987*	Num Chg	Pct Chg
Headcount	4556	5124	568	12.5
FTES	1853	1933	80	4.3

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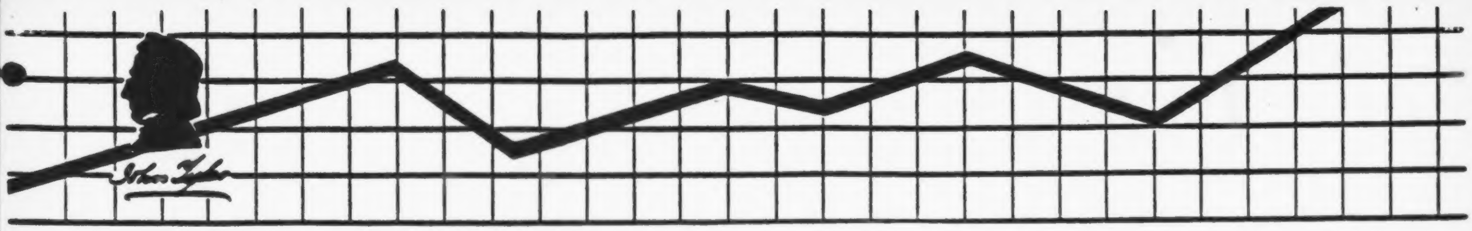
*As of November 20, 1987

Preliminary Student Curricula Enrollment Comparisons
Fall 1985 & 1986

CURRICULUM	FALL 1986		FALL 1987		% CHANGE	
	Head-count	FTES	Head-count	FTES	Head-Count	FTES
COLLEGE TRANSFER						
Business Admin	124	78	180	104.9	45.2	34.5
Education	32	21	42	30.4	31.3	44.8
General Studies	136	84	90	61.9	(33.8)	(26.3)
Liberal Arts	26	20	33	22.3	26.9	11.5
Science	24	16	27	18.9	12.5	18.1
Subtotal	342	219	372	238.4	8.8	8.9
OCCUPATIONAL/TECHNICAL						
Accounting	81	39	90	46.9	11.1	20.3
Architecture	32	22	39	25.2	21.9	14.5
Automotive	45	29	33	22.0	(26.7)	(24.1)
Beverage Mktg	24	17	10	7.6	(58.3)	(55.3)
Data Processing	170	83	188	83.7	10.6	0.8
Electronics	115	70	102	64.5	(11.3)	(7.9)
Funeral Service	32	23	40	32.2	25.0	40.0
Gen Engineering	56	21	54	26.2	3.6	24.8
Human Services	88	61	80	53.8	(9.1)	(11.8)
Instrumentation	41	34	37	27.4	(9.8)	(19.4)
Management	189	86	209	90.0	10.6	4.7
Nursing	118	75	214	39.0	81.4	85.3
Police Science	66	37	75	36.8	13.6	(0.5)
Secretarial Sci	68	41	63	35.1	(7.4)	(14.4)
Subtotal	1125	638	1234	690.4	9.7	8.2
CERTIFICATE						
Auto Diagnosis	4	3	6	2.8	50.0	6.7
Building Const	4	3	3	1.3	(33.3)	(56.7)
Career Studies	48	69	136	98.4	183.3	42.6
Child Care	51	28	38	20.0	(25.5)	(28.6)
Clerical Studies	22	15	17	9.3	(22.7)	(38.0)
Educ Secretary	6	3	6	2.4	N/C	(20.0)
Machine Shop	5	4	11	5.9	120.0	47.5
Teacher Aide	8	5	4	2.3	(50.0)	(54.0)
Welding	10	5	12	6.3	20.0	26.0
Subtotal	158	135	233	148.7	47.5	10.1
TOTAL	1625	992	1839	1077.5	13.2	8.6

Sources: Fall Student Enrollment Booklet (1986)
Mid-Quarter AKT (Fall 1987)



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Research Report 87-12 SPECIAL ISSUE December 7, 1987

ON THE RISE AND CLIMBING TOWARD THE YEAR 2000

MAJOR GOALS

On October 2, 1987, John Tyler Community College celebrated 20 years of service to the citizens in our Service Area (which includes the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, and Sussex and the cities of Colonial Heights, Hopewell, Petersburg, and Richmond, south of the James River). Today represents an opportune time not only to reflect upon past accomplishments, but also to project a course of action that will ensure future successes.

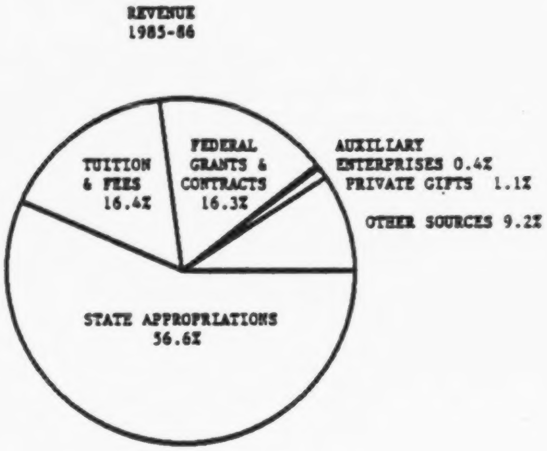
Our major emphases in 1987-88 will be upon the following:

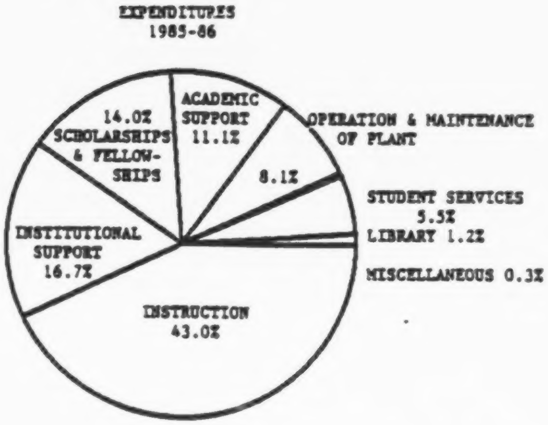
- The improvement of the quality of the instructional and support services;
- The conversion from an academic quarter to a semester system;
- The implementation of student assessment activities that are designed to enhance institutional effectiveness;
- The establishment of an honors program; and
- The establishment of a JTCC alumni association.

PROGRAM DEVELOPMENT

In October 1967, John Tyler Community College opened its doors offering twenty (20) major options in occupational/technical programs and five (5) major areas of study in the college transfer curricula. Today, there are more than fifty (50) areas of study which lead to the Associate in Arts & Sciences degree, the Certificate, and the Career Studies Certificate. The changes in the College's offerings have paralleled the nation's economy as well as the needs of the service area in moving toward a greater high technology and service area emphasis. The College's current educational program reflects the desire to provide courses, workshops, and seminars that are tailored to meet the training needs of local business and industry.

Income and Expenditures

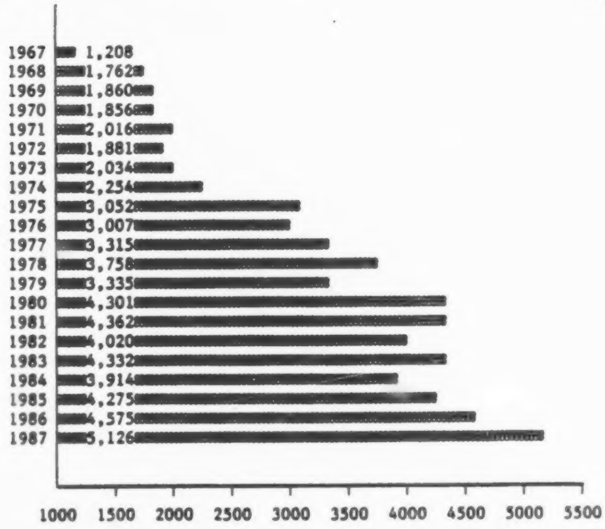




Students

The College recorded its largest student headcount in its 20-year history this Fall Quarter 1987 -- 5,126.

HEADCOUNT HISTORY
FALL 1967 TO 1987



Founders Day

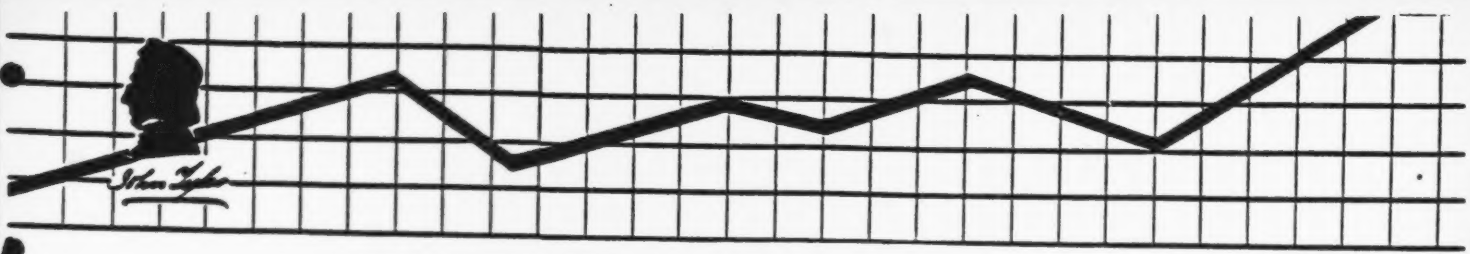
The Honorable Mills E. Godwin, Jr. was the featured speaker at the first Founders Day observance at the College held October 2, 1987. The charter members of the College faculty and staff who are currently employed at the College were given special recognition. Mr. Jack R. Hundley, Chairman of the Local Board, presented a resolution officially designating October 2 of each subsequent year as Founders Day for John Tyler Community College. Faculty, staff, and students as well as special guests attended the program.

Accrediting Agencies

The College is accredited by the following agencies: the Southern Association of Colleges and Schools, the National League of Nursing, the American Board of Funeral Service Education, and the Accreditation Board for Engineering and Technology (Architectural Engineering Technology and Electronic Engineering Technology).

Faculty

All John Tyler Community College faculty are certified in their fields of study as required by the Southern Association of Colleges and Schools. During the spring 1987 of the 83 full-time instructional and administrative faculty, 19 had earned doctorates or professional degrees, 54 had the masters degree as the highest degree earned, 8 had bachelors degrees and several years of technical experience, and 2 had certificates or diplomas along with extensive practical and instructional experience.



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Research Report 88-1 January 26, 1988

STUDENT ENROLLMENT BY AGE
Fall Quarter 1987 (Mid-Quarter)

Last Fall Quarter (1987), John Tyler Community College's student headcount exceeded 5,000 students for the first time in the history of the College. It is interesting to observe ways in which the composition of the student body has changed from one that is predominantly young and full-time to one that is older and largely part-time. The median student age last year was 32. Some rather sharp declines have occurred not only in full-time students but also in the number of students whose ages fall in the traditional college age category (18-24).

The table on the reverse page gives a summary of headcount student enrollment by age for Fall Mid-Quarter 1987. The table is sub-divided by full- and part-time students by age, curriculum, and sex.

Full-time Students. As expected, a greater proportion of the younger students (those less than 35 years of age) are pursuing studies full-time, whereas older students tend to enroll in classes on a part-time basis. It is interesting to note that a slightly larger percentage of full-time, degree-seeking students are female. On the other hand, a slightly greater percentage of full-time, developmental studies or unclassified students are younger males. Overall, about 15 percent of all students who attended last quarter were full-time.

Part-time Students. Part-time students are distributed across the age groupings as normally would be expected, with smaller numbers in the traditional college age group (18-24) and older age group (40 and above), and the peak enrollment concentrated in the 25-39 year old group. There are almost three times as many part-time, unclassified or developmental studies students as there are part-time, degree-seeking students. Once again, females account for a greater proportion of all part-time degree-seeking students. There does not appear to be marked differences in the distribution of part-time students by age, whether they are degree-seeking, developmental, or unclassified.

A more vivid comparison of the differences in age groupings of full- and part-time students is shown below:

AGE	FT	PT
Less than 24 years old	60%	26%
25-39 years old	33%	48%
40 years old and over	7%	26%
	100%	100%

These data have significant implications for college marketing and retention practices. With sharp declines in traditional college-age students, part-time students have become their replacements. The effects of attempting to serve a non-traditional student population has impacted every area of the College, and will continue to do so in the forseeable future.

HEADCOUNT STUDENT ENROLLMENT BY AGE
Fall Quarter 1987 (Mid-Quarter)

Full-time Students by Age, Curriculum, and Sex

AGE GROUP	DEGREE-SEEKING			DEVEL/UNCLASSIFIED			TOTALS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Under 18	0	2	2	2	1	3	2	3	5
18-19	64	83	147	55	45	100	119	128	247
20-21	48	46	94	22	10	32	70	56	126
22-24	38	34	72	12	14	26	50	48	98
25-29	35	44	79	10	15	25	45	59	104
30-34	26	52	78	6	16	22	32	68	100
35-39	8	34	42	2	14	16	10	48	58
40-44	8	18	26	2	2	4	10	20	30
45-49	8	5	13	1	1	2	9	6	15
50-59	1	6	7	2	0	2	3	6	9
60-64	0	0	0	0	0	0	0	0	0
65 & Over	0	0	0	0	0	0	0	0	0
TOTAL	236	324	560	114	118	232	350	442	792

Part-time Students by Age, Curriculum, and Sex

AGE GROUP	DEGREE-SEEKING			DEVEL/UNCLASSIFIED			TOTALS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Under 18	1	0	1	42	70	112	43	70	113
18-19	19	35	54	64	111	175	83	146	229
20-21	56	67	123	77	108	185	133	175	308
22-24	61	102	163	128	162	290	189	264	453
25-29	79	115	194	215	269	484	294	384	678
30-34	83	128	211	220	257	477	303	385	688
35-39	46	110	156	206	273	479	252	383	635
40-44	34	57	91	185	196	381	219	253	472
45-59	24	36	60	102	139	241	126	175	301
50-59	16	19	35	99	116	215	115	135	250
60-64	1	1	2	16	14	30	17	15	32
65 & Over	0	2	2	13	30	43	13	32	45
TOTAL	420	672	1092	1367	1745	3112	1787	2417	4204
GRAND TOTAL	656	996	1652	1481	1863	3344	2137	2859	4996

Source: SCHEV B-5, Enrollment Summary by Age, Fall 1987 (Mid-Quarter)

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Research Report 88-2 February 23, 1988

A COMPARISON OF JTCC'S GRADE DISTRIBUTION AT ON- AND OFF-CAMPUS LOCATIONS
Fall Quarters 1985-1987

Grade distributions provide at least one measure of institutional effectiveness, albeit controversial. Disputes regarding the accuracy of grades arise oftentimes because there are many variables that must be considered in their analysis. Grades are the cumulative result not only of student abilities, but also instructional practices, areas of study or disciplines, locations in which courses are taught, times that the courses are offered, etc.

Some grade inflation has been observed at most educational institutions in recent years, and John Tyler Community College is no exception. Most of the grading changes can be traced to certain departments or divisions. However, there now appears to be a discernible difference in grades for courses taught at on- and off-campus locations.

Table 1 substantiates a notable increase in "A" grades (up from 28 percent of all grades in Fall 1985 to 35 percent in Fall 1987). In contrast, other grades have decreased slightly or remained stable during this period. About 70 percent of all grades have been passing (A, B, C, or D), while between 10 and 11 percent have been in class withdrawals.

A comparison of grades given at on- and off-campus locations is shown in Table 2. It is interesting that the proportion of "A" grades given on-campus increased slightly from 26 to 28 percent between Fall Quarter 1986 and 1987. However, the proportion of "A" grades assigned at off-campus locations increased from 44 to 52 percent during this same period. Most other grades showed little or no change with the exception of the following: (1) the proportion of "C" grades given off-campus was down from 11 to 6 percent, (2) "S" grades on-campus went down from 9 to 7 percent, (3) "W's" were fairly stable on campus, but went down from 7 to 5 percent off-campus, and (4) missing grades (*) were higher for off-campus locations in Fall 1987 than they were one year ago. A graph of the Fall Quarter 1987 grade distributions at on- and off-campus sites is also included, which provides a pictorial contrast of these data.

In spite of the extraneous variables that are present in any analysis of grades, this cursory examination reveals some trends that bear watching. It may also be interesting to examine differences by curriculum. Additional information can be made available to departments or divisions upon request.

TABLE 1
JOHN TYLER COMMUNITY COLLEGE
OVERALL GRADE DISTRIBUTION
FALL QUARTERS 1985, 1986, 1987

GRADE		1985	1986	1987
A	No.	2374	2828	3443
	Col. Pct.	28.1	30.7	34.6
B	No.	1749	1959	1866
	Col. Pct.	20.7	21.2	18.7
C	No.	1221	1283	1239
	Col. Pct.	14.4	13.9	12.4
D	No.	444	412	363
	Col. Pct.	5.3	4.5	3.6
F	No.	525	524	441
	Col. Pct.	6.2	5.7	4.4
I	No.	294	2	250
	Col. Pct.	3.5	.02	2.5
P	No.		146	
	Col. Pct.		1.6	
R	No.	236	166	197
	Col. Pct.	2.8	1.8	2.0
S	No.	597	625	547
	Col. Pct.	7.1	6.8	5.5
U	No.	51	74	96
	Col. Pct.	.6	.8	1.0
W	No.	885	1035	1006
	Col. Pct.	10.5	11.2	10.1
X	No.	74	114	99
	Col. Pct.	.9	1.2	1.0
*	No.	0	53	409
	Col. Pct.	-	.6	4.1
TOTAL				
	No.	8450	9221	9956
	Col. Pct.	100.1**	100.1**	99.9**

I	Incomplete	P	Pass	R	Re-enroll
S	Satisfactory	U	Unsatisfactory	W	Withdrawal
X	Audit				
*	Missing Grades	**	Rounding Error		

Source: Fall Student Enrollment Booklets

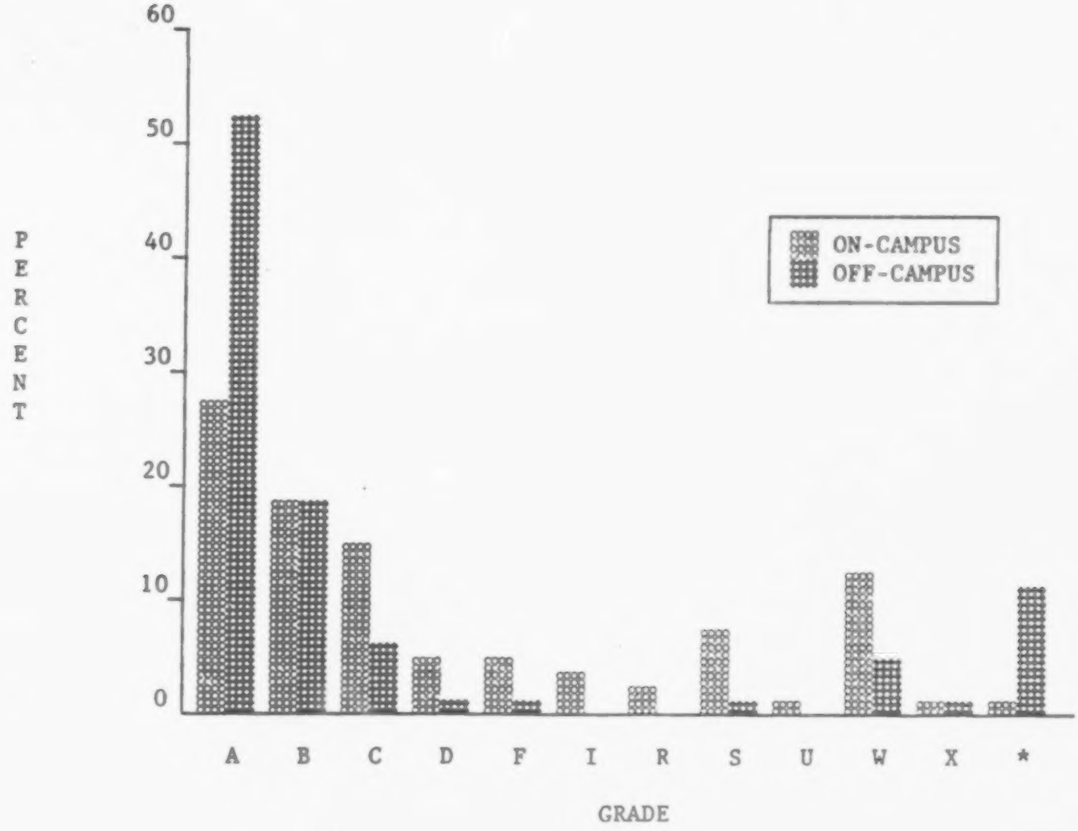
TABLE 2
JOHN TYLER COMMUNITY COLLEGE
1986 & 1987 FALL GRADE DISTRIBUTION
ON- AND OFF-CAMPUS

GRADE		1986		1987	
		ON	OFF	ON	OFF
A	No.	1816	1012	1983	1460
	Col. Pct.	26.3	43.5	27.8	51.9
B	No.	1471	488	1329	537
	Col. Pct.	21.3	21.0	18.6	19.1
C	No.	1033	250	1071	168
	Col. Pct.	15.0	10.8	15.0	6.0
D	No.	346	66	324	39
	Col. Pct.	5.0	2.8	4.5	1.4
F	No.	477	47	391	50
	Col. Pct.	6.9	2.0	5.5	1.8
I	No.	2		237	13
	Col. Pct.	.02		3.3	.5
P	No.		146		
	Col. Pct.		6.3		
R	No.	158	8	187	10
	Col. Pct.	2.3	.3	2.6	.4
S	No.	609	16	520	27
	Col. Pct.	8.8	.7	7.3	1.0
U	No.	74		92	4
	Col. Pct.	1.1		1.3	.1
W	No.	864	171	863	143
	Col. Pct.	12.5	7.4	12.1	5.1
X	No.	47	67	48	51
	Col. Pct.	.7	2.9	.7	1.8
*	No.		53	99	310
	Col. Pct.		2.3	1.4	11.0
TOTAL	No.	6897	2324	7144	2812
	Col. Pct.	99.9**	100	100.1**	100.1**

I	Incomplete	P	Pass	R	Re-enroll
S	Satisfactory	U	Unsatisfactory	W	Withdrawal
X	Audit				
*	Missing Grades	**	Rounding Error		

Source: Fall Student Enrollment Booklets

PROPORTION OF GRADES GIVEN
AT ON- AND OFF-CAMPUS LOCATIONS
FALL QUARTER 1987



PROGRADE

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Research Report 88-3 March 29, 1988

A COMPARISON OF SURVEY RESULTS FROM FIVE-YEAR GRADUATE FOLLOW-UP STUDIES
1980 - 82

The Office of Institutional Research has conducted five-year graduate follow-up studies for the past three years in order to determine the long-term successes of JTCC's former students. Specifically, the purpose of the studies has been to provide: (1) feedback to academic and student services personnel for program improvement, (2) documentation of graduates' long term successes in employment and educational studies, and (3) graduates' opinions of JTCC's offerings and services. Below are highlights of the findings for the past three years.*

The studies were compared across three areas: (1) demographics, (2) evaluation of academic services, and (3) employment. Summary results are provided for selected variables from each of the five-year studies (i.e., number of graduates, response rate, sex, race, degree earned, reason for attending JTCC, whether the graduate would recommend JTCC to others, and relatedness of present employment to training received).

Although the response rate continues to fall below 50 percent of each graduating class, it was up in 1980 compared to 1981 and 1982. This is somewhat of a concern since there have been three mailings (one initial and two follow-ups) to each class. Future plans are to substitute telephone calls for the second follow-up mailing.

Each of the studies had a similar proportion of male and female respondents. There was a slight increase in the proportion of white respondents in the 1982 five-year follow-up. In part, this increase was due to a lower proportion of black graduate respondents. The proportions of type of degrees earned have remained fairly fixed. The majority of respondents in each study earned degrees in AAS programs. Note that in the 1981 study, proportionally more respondents earned certificates than in other years. Only about 5 percent of the respondents earned transfer degrees for the years shown. Respondents have consistently chosen "courses/programs" and "close to home" as their primary reasons for attending JTCC. A distant third reason has been cost.

It appears that JTCC's helpfulness in assisting students achieve their goals for enrolling has been fairly consistent. However, the 1981 and 1982 respondents appear to have been more willing (proportionally) to recommend JTCC to others. Also, the 1981 and 1982 studies reflected proportionally more respondents indicating that the training they received at JTCC was related to their current employment.

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* Copies of the 1980 and 1981 Five-Year Follow-Up Studies are available upon request. The 1982 Five-Year Follow-Up Study will be distributed in April 1988.

COMPARISON OF FINDINGS ACROSS FIVE-YEAR FOLLOW-UP STUDIES

VARIABLES	1982		1981		1980	
	N	%	N	%	N	%
Graduates	235	(100)	211	(100)	223	(100)
Response Rate	86	(37)	78	(37)	105	(47)
Sex:						
Male	33	(38)	29	(37)	38	(36)
Female	51	(59)	49	(63)	66	(63)
Missing	2	(2)	-		1	(1)
Race:						
White	66	(77)	55	(71)	74	(71)
Black	16	(19)	23	(29)	28	(27)
Other	2	(2)	-		2	(2)
Missing	2	(2)	-		1	(1)
Degree Received:						
AAS	72	(84)	63	(81)	91	(87)
AA/AS	4	(5)	4	(5)	5	(5)
Certificate	8	(9)	11	(14)	9	(9)
Missing	2	(2)	-		-	
Reason for attending JTCC:						
Close to home	26	(30)	25	(32)	25	(24)
Inexpensive	11	(13)	15	(19)	9	(9)
Open Enrollment	6	(7)	3	(4)	5	(5)
Courses/Programs	37	(43)	25	(32)	52	(50)
Financial Aid	1	(1)	-		2	(2)
Jobs	1	(1)	4	(5)	3	(3)
Other	4	(5)	6	(8)	9	(9)
Missing	-		-		-	
Degree of Helpfulness:						
Very Helpful	61	(71)	53	(68)	72	(69)
Somewhat Helpful	18	(21)	20	(26)	24	(23)
Not Very Helpful	3	(4)	2	(3)	3	(3)
Undecided	4	(5)	3	(4)	5	(5)
No Response	-		-		1	(1)
Recommend JTCC:						
Yes	79	(92)	71	(91)	86	(82)
No	6	(7)	7	(9)	19	(18)
No Response	1	(1)	-		-	
Relatedness of Training to Employment:						
Yes, related	55	(64)	46	(59)	54	(51)
Yes, somewhat related	17	(20)	13	(17)	22	(21)
No, not related	9	(10)	14	(18)	22	(21)
No response	5	(6)	5	(6)	7	(7)

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Research Report 88-4 April 26, 1988

A DESCRIPTION OF JTCC'S FULL-TIME INSTRUCTIONAL FACULTY, 1987-88

John Tyler Community College has a dedicated and diversely talented faculty which is often cited in comments from current and former students. This research brief gives a description of all full-time instructional faculty in each of the College's four divisions by rank, sex, contract or tenure status, years of service, and average salary. This information can be quite useful in discerning trends that can form the basis for future planning efforts.

Faculty Rank. Table 1 below shows that almost half of JTCC's faculty are in the upper ranks (Associate Professor and Professor). However, there are some sharp distinctions in faculty rank by division. Almost 80 percent of the faculty in the Division of Communications and Social Sciences are in the upper ranks compared to only 20 percent in the Division of Engineering Technologies. This contrast is due almost solely to years of service as shown in Table 4. Slightly over one-half of all Division of Business faculty are in the upper ranks, and about one-third of those in the Division of Mathematics, Natural Sciences, and Allied Health. Almost two-thirds of all faculty with the rank of professor are in the Division of Communications and Social Sciences, and three-fourths of all instructors are in the Division of Engineering Technologies. Again, this can be attributed primarily to years of service.

TABLE 1
FULL-TIME INSTRUCTIONAL FACULTY BY DIVISION AND RANK

	RANK				
DIVISION	INSTR	ASST PROF	ASSO PROF	PROF	TOTAL
Business	1	5	6	1	13
Row Pct	(8)	(39)	(46)	(8)	(101)*
Comm/Soc Sci	--	4	10	5	19
Row Pct		(21)	(53)	(26)	(100)
Engr Tech	6	2	1	1	10
Row Pct	(60)	(20)	(10)	(10)	(100)
Math/Nat Sci	1	14	7	1	23
Row Pct	(4)	(61)	(30)	(4)	(99)*
TOTAL	8	25	24	8	65
Row Pct	(12)	(39)	(37)	(12)	(100)

* Rounding error
Source: Personnel Office

Sex and Race. Table 2 displays faculty by division, sex, and race. The distribution of faculty by sex and race is similar in the Communications and Social Sciences Division and the Mathematics, Natural Sciences and Allied Health Division. The majority of the Division of Business faculty are white males, and the Division of Engineering Technologies faculty are all white males. Overall, slightly over 60 percent of the faculty are males, and almost 40 percent are females. About 90 percent of the faculty are white, and almost 10 percent are non-white.

TABLE 2
FULL-TIME INSTRUCTIONAL FACULTY BY DIVISION, SEX, AND RACE

	SEX		RACE		
DIVISION	MALE	FEMALE	WHITE	NON-WHITE	TOTAL
Business	9	4	12	1	13
Row Pct	(69)	(31)	(92)	(8)	(100)
Comm/Soc Sci	11	8	17	2	19
Row Pct	(58)	(42)	(89)	(11)	(100)
Engr Tech	10	--	10	--	10
Row Pct	(100)		(100)		(100)
Math/Nat Sci	10	13	20	3	23
Row Pct	(43)	(57)	(87)	(13)	(100)
TOTAL	40	25	59	6	65
Row Pct	(62)	(38)	(91)	(9)	(100)

Contract/Tenure. Another interesting variable relative to faculty is length of contract (or tenure if they received it under the old system). Table 3 indicates that all of the divisions are positively skewed since a majority of the faculty has either 5-year contracts or tenure. The exception to this trend is the Division of Engineering Technologies which is negatively skewed. Again, this can be attributed to years of service. Less than one-third (31 percent) of all faculty have 1-year or 3-year contracts. Twenty-eight percent of the faculty have tenure.

TABLE 3
FULL-TIME INSTRUCTIONAL FACULTY BY CONTRACT/TENURE

	CONTRACT/TENURE				
DIVISION	1 YEAR	3 YEAR	5 YEAR	TENURE	TOTAL
Business	2	1	7	3	13
Row Pct	(15)	(8)	(54)	(23)	(100)
Comm/Soc Sci	1	1	10	7	19
Row Pct	(5)	(5)	(53)	(37)	(100)
Engr Tech	5	2	1	2	10
Row Pct	(50)	(20)	(10)	(20)	(100)
Math/Nat Sci	4	4	9	6	23
Row Pct	(17)	(17)	(39)	(26)	(99)*
TOTAL	12	8	27	18	65
Row Pct	(19)	(12)	(42)	(28)	(101)*

* Rounding Error

Years of Service. The distribution of faculty by years of service helps to explain many of the other discrepancies in rank, contract, and salary (Table 4). Overall, 25 (or 39 percent) of the faculty have 10 years or less of service, and 40 (or 61 percent) have between 11 to 20 years. It is interesting that the Division of Engineering Technologies has proportionally more faculty members with 5 or fewer years of service (7 or 70 percent) compared to the Communication and Social Sciences Division which has only 1 (or 5 percent). The Business Division has 3 (or 23 percent) of its faculty with 5 or fewer years of service and the Mathematics, Natural Sciences, and Allied Health Division has 5 (or 22 percent) of its faculty with 5 or fewer years of service. On the other hand, the Communications and Social Sciences Division has a larger proportion of its faculty (9 or 47 percent) with 16 to 20 years of service compared to 7 (or 30 percent) in the Mathematics, Natural Sciences, and Allied Health Division, 5 (or 39 percent) in the Business Division, and 2 (or 20 percent) in the Engineering Technologies Division.

TABLE 4
FULL-TIME INSTRUCTIONAL FACULTY BY YEARS OF SERVICE

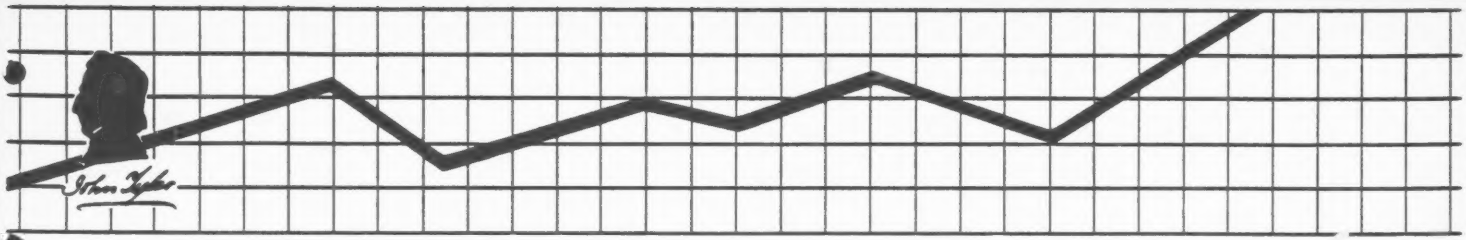
DIVISION	YEARS OF SERVICE 0-5 YEARS	 6-10 YEARS	 11-15 YEARS	 16-20 YEARS	TOTAL
Business	3	1	4	5	13
Row Pct	(23)	(8)	(31)	(39)	(101)*
Comm/Soc Sci	1	3	6	9	19
Row Pct	(5)	(16)	(32)	(47)	(100)
Engr Tech	7	--	1	2	10
Row Pct	(70)		(10)	(20)	(100)
Math/Nat Sci	5	5	6	7	23
Row Pct	(22)	(22)	(26)	(30)	(100)
TOTAL	16	9	17	23	65
Row Pct	(25)	(14)	(26)	(35)	(100)

* Rounding Error

Salary. Table 5 gives the median salaries and years of service by division. All of the divisions are at or below the College median with the exception of the Communications and Social Sciences Division. Not shown are mean salaries by division which are all above the median (an indication of a positively skewed distribution). Median years of service by division range from a low of 2.5 years in the Division of Engineering Technologies to a high of 15 years in the Division of Communications and Social Sciences. The median years of service for all of JTCC's faculty is 14 years.

TABLE 5
FULL-TIME INSTRUCTIONAL FACULTY BY MEDIAN SALARY AND YEARS OF SERVICE

DIVISION	MEDIAN SALARY	MEDIAN YEARS OF SERVICE
Business	$29,891	14
Comm/Soc Sci	$34,071	15
Engr Tech	$27,883	2.5
Math/Nat Sci	$27,744	12
Total	$29,084	14



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Research Report 88-5 May 31, 1988

A COMPARISON OF STUDENT ENROLLMENT
1986-87 & 1987-88

This research brief gives a quarter-by-quarter comparison of student enrollment in 1986-87 and 1987-88. The Fall Quarter 1987 enrollment was up by most comparisons with Fall 1986. However, Winter 1987 and 1988 differences were more acute. Specifically, the number of females, blacks, and off- campus students were down in Winter Quarter 1988 compared to Winter 1987. Interestingly, full-time students were up slightly; however, total student headcount and FTES were down by 6 percent and 7 percent, respectively. Spring Quarter 1988 enrollment was up compared to one year ago, except in the case of full-time students (which directly impacts full-time equivalent enrollment).

HEADCOUNT STUDENT ENROLLMENT COMPARISON
BY QUARTER, 1986-87 and 1987-88

	FALL			WINTER			SPRING		
	1986	1987	% CHANGE	1987	1988	% CHANGE	1987	1988	% CHANGE
TOTAL	4556	5126	13%	4257	3998	-6%	3755	4015	7%
STATUS									
FULL	789	793	1%	687	712	4%	641	557	-13%
PART	3767	4333	15%	3570	3286	-8%	3114	3458	11%
SEX									
MALE	1730	2220	28%	1684	1685	0%	1612	1851	15%
FEMALE	2826	2906	3%	2573	2313	-10%	2143	2164	1%
RACE									
WHITE	3450	3818	11%	3127	3026	-3%	2794	2910	4%
BLACK	981	1012	3%	979	754	-23%	791	813	3%
OTHER	125	296	137%	151	218	44%	170	282	66%
CAMPUS									
ON	3173	3464	9%	2812	2896	3%	2689	2847	6%
OFF	1383	1662	20%	1445	1102	-24%	1066	1168	10%
DAY	3024	3625	20%	2894	2738	-5%	2589	2669	3%
EVENING	1532	1501	-2%	1363	1260	-8%	1166	1346	15%
FTES	1854	1932	4%	1703	1584	-7%	1482	1441	-3%

These data are displayed in graphic form on the opposite page. Student enrollment patterns have shifted gradually to include more females who are attending part-time, along with increases in off-campus and evening students. It will be interesting to make similar comparisons and contrasts when the College converts to the semester system.

FIGURE 1
ENROLLMENT BY QUARTER
1986-87 & 1987-88

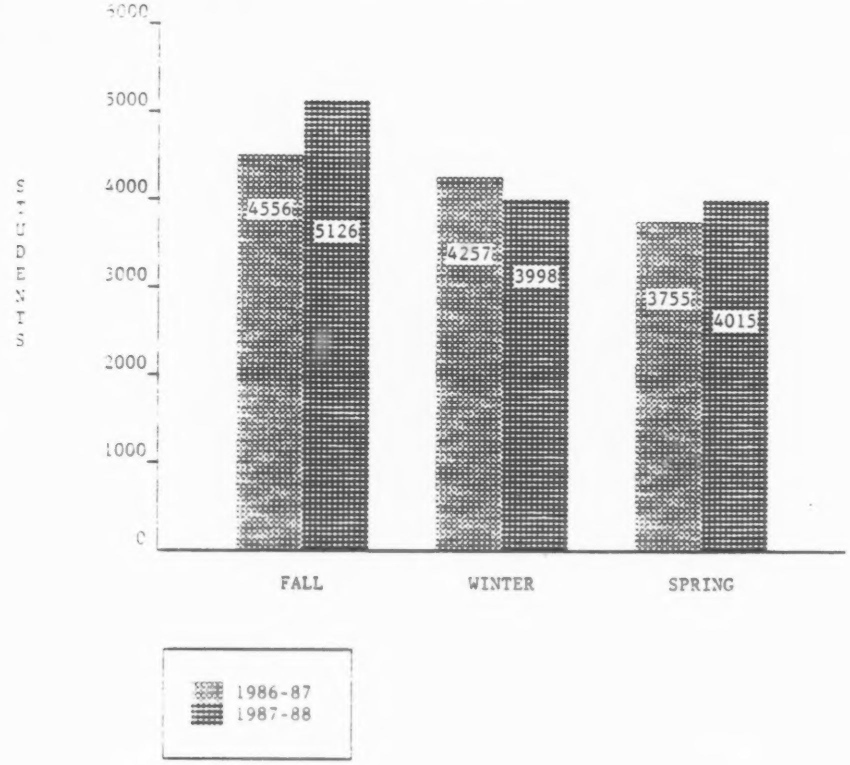
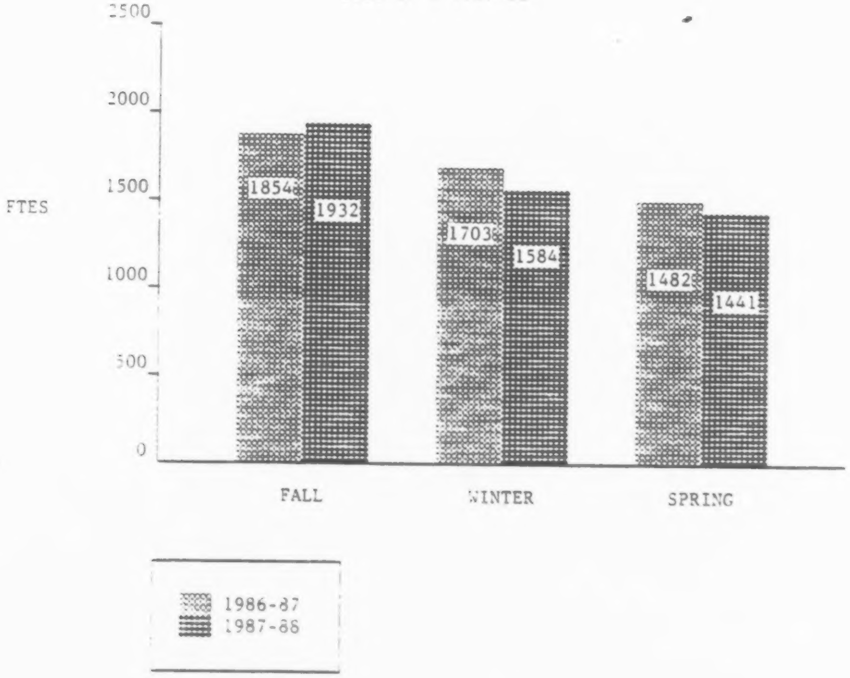


FIGURE 2
FTES BY QUARTER
1986-87 & 1987-88



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Research Report 88-8 August 16, 1988

JOHN TYLER COMMUNITY COLLEGE
1987-88 FACTS AND FIGURES

Highlights

- John Tyler Community College's annual unduplicated headcount enrollment exceeded 9,000 students for the first time in the history of the College. There were 9,617 students enrolled, representing a 7 percent increase over last year.
- Another first in the history of the College -- student headcount enrollment exceeded 5,000 students last Fall Quarter, with 5,126 students enrolled.
- The number of full-time equivalent students (FTES) served in 1987-88 was 1,874. This was slightly less than the 1986-87 total of 1,893 FTES.
- JTCC ranks 7th in annual unduplicated headcount and full-time equivalent students among the 23 colleges in VCCS.
- A total of 296 students earned one award and 12 earned two awards during the 1987-88 year, for a total of 320 awards.
- Although library book holdings increased to 34,472 (656 additions), this represents the smallest number of additions since 1969-70. However, books with Child Care titles increased by 31%.
- JTCC's actual expenditures increased by 7 percent compared to last year, from $7.4 million in FY87 to $7.9 million in FY88. These figures do not include local funds, foundation dollars, or federal financial aid (Pell Grant, SEOG, NDSL, GSL, etc.).

STUDENT ENROLLMENT BY QUARTER	SUMMER	FALL	WINTER	SPRING	UNDUPLICATED TOTALS
HEADCOUNT	2079	5126	3998	4052	9617
FTES	222*	1933	1583	1441	1874

* Annual equivalent

FACULTY AND STAFF 1987-88			
Number of Faculty		Number of Support Staff	
Administrative Faculty	21	Classified Employees	63
Full-time Instructional Faculty	62	Part-time Employees	15
Adjunct Faculty (Spring 1988)	112		
Total	195	Total	78
Grand Total Faculty and Staff			273

ANNUAL UNDUPLICATED
STUDENT HEADCOUNT ENROLLMENT
1987-88

SEX	N	%	RACE	N	%
Male	4414	45.9	White	7024	73.0
Female	5203	54.1	Black	1920	20.0
Total	9617	100.0	Other	673	7.0

FT/PT	N	%	DAY/EVENING	N	%
Full-time	940	9.8	Day	6600	68.6
Part-time	8677	90.2	Evening	3017	31.4

AGE	N	%	AGE CONT'D	N	%
Under 18	115	1.2	35-44	2540	26.4
18-21	1201	12.5	45-59	1408	14.6
22-24	929	9.7	60 +	191	2.0
25-34	3228	33.6	Unknown	5	0.1

PROGRAM STUDENTS PURSUED	N	%
College Transfer	475	4.9
Occupational/Technical	1989	20.7
Unclassified	7028	73.1
Developmental	125	1.3
Total	9617	100.0

STUDENTS' RESIDENCE	N	%
Amelia	49	0.5
Charles City	26	0.3
Chesterfield	3545	36.9
Dinwiddie	396	4.1
Prince George	520	5.4
Surry	57	0.6
Sussex	98	1.0
Colonial Heights	614	6.4
Hopewell	658	6.8
Petersburg	826	8.6
Richmond (South of the James)	960	10.0
In-District Total	7749	80.6
Out of District/State	1868	19.4
Total	9617	100.0

DEGREES AWARDED 1988	N	%
A.A.	21	6.6
A.A.S.	170	53.1
Certificate	129	40.3
Total	320	100.0

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